

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF SPEECH & HEARING
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

February 11, 1969

Mr. Julius W. Hobson
300 M Street, S. W., #510
Washington, D. C. 20024

Dear Mr. Hobson:

Enclosed herewith is a copy of THE VOICE BOX, the departmental newspaper that is currently being published by the Speech and Hearing Center of the District of Columbia Public School system.

The purpose of this publication is to identify the current projects that are being undertaken within the D. C. public schools by the Speech and Hearing Center. In addition, the paper also attempts to keep the speech and hearing personnel aware of recent trends in the professional fields of speech pathology and audiology. As an added feature, space is allotted to projects that are being undertaken by other related disciplines.

If you wish to have something included within our newspaper please feel free to submit the information and I will see that it gets published. If you wish to announce any forthcoming noteworthy event (such as a lecture, exhibit, workshop, guest speaker, etc.) I would be most happy to include it within the "Calendar of Current Events."

Since our circulation encompasses the entire school system as well as related disciplines, the information you submit would be vastly disseminated.

It is hoped that THE VOICE BOX will function as a "communicative liaison" between the D. C. Public School Speech and Hearing Center, other related disciplines and the Community whose objective is to further the educative benefits of district school children.

PLANNING BOARD OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF PUBLIC AFFAIRS
COMMUNITY RELATIONS
1100 K STREET, N.W.
WASHINGTON, D.C. 20004

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300 N Street, S.W., 4310
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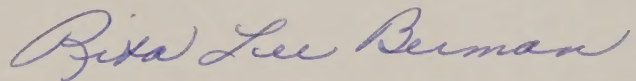
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If I can provide you with any additional information about this publication, please feel free to contact me at 629-4761. I shall be most happy to hear from you.

Sincerely,



(Mrs.) Rita Lee Berman
Editor

Enclosure

RLB/cah

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Sincerely,

(Mrs.) Rita Lee Berman
Editor

Enclosure

RLB/can

THE VOICE BOX

SPEECH AND HEARING CENTER

District of Columbia Public Schools

EDITORIAL STAFF

EDITOR: Rita Lee Berman, Educational Specialist

STAFF:	Dolores Miner	Inez M. Bradley
	Sylvia Glenn	Judy Cerruti
	Loretta Young	Georgia M. Davis
	Johnetta Davis	Barry Guitar

CALENDAR OF CURRENT EVENTS

January 14, 1969	Socialinguistics Program of the Center for Applied Linguistics 3:30 - 5:30 - ERC Auditorium - 6th Floor
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SPEAKER:	Kenneth Goodman
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TOPIC:	"The Focus Is More Effective Language Arts and Reading."
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January 20, 1969	INAUGURATION DAY
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January 24, 1969	Last day of First Semester
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January 27, 1969	First day of Second Semester
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February 21, 1969	George Washington's Birthday
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GREETINGS 1969

Dear Co-Workers

Let me take this opportunity to wish each of you a very happy and prosperous new year. Since it is a natural phenomenon at this time to do some general reflecting not only about our personal lives but our professional lives as well, now is a good time to acknowledge the fact that:

IF A CHILD LIVES with criticism, he learns to condemn.
IF A CHILD LIVES with fear, he learns to be apprehensive.
IF A CHILD LIVES with hostility, he learns to fight.
IF A CHILD LIVES with pity, he learns to be sorry for himself.
IF A CHILD LIVES with jealousy, he learns to feel guilty.
IF A CHILD LIVES with encouragement, he learns to be confident.
IF A CHILD LIVES with tolerance, he learns to be patient.
IF A CHILD LIVES with acceptance, he learns to love.
IF A CHILD LIVES with approval, he learns to like himself.
IF A CHILD LIVES with recognition, he learns to have a goal.
IF A CHILD LIVES with fairness, he learns to have faith in himself.
IF A CHILD LIVES with honesty, he learns what truth is.
IF A CHILD LIVES with friendliness, he learns that the world is a nice place to live.

So, in '69 let us try to make the child's life worth living.

Inez M. Bradley
Chairman

GREETINGS TO THE STAFF

Very happy new year to all members of the Staff. May this be the year you have always hoped for -- the one in which your deepest wish becomes reality -- the year of good health and happiness.

In our first issue of THE VOICE BOX I mentioned that this year would be one of change and challenge and I want to comment briefly on the results of one change that was, and is, a challenge.

In September our service in the public elementary schools was placed for the first time in all schools or school units on a five-day basis. This arrangement provides many opportunities:

More effective concentrated service for those needing it which should result in more and quicker corrections since time is not lost between days.

Greetings ... (continued)

Full-time membership on one school staff which should result in a better knowledge of a school, its faculty and its children. In this respect, such placement could also engender a greater sense of belonging.

Presence in a building when other allied specialists are working simultaneously with the same children would engender greater cohesion among the related disciplines and allow for more conclusive staff conferences.

Better utilization of space that is assigned exclusively for speech use on a continual basis.

There are many more advantages I am sure, however, these may have been overlooked in the excitement (or as I was told, in the "shock") of being a full-time specialist in a specific school. We are now almost at the end of the first semester under this plan and I am finding a very distinct change in attitude on your part. You now want to stay full-time in a school. Many of you will be staying; some of you will be moving to full-time service in other schools. Personnel limitations do not allow us as yet to have one therapist in each school. It is, as you know, toward this end that we are working.

We have yet to determine the results of the effectiveness of this concentrated therapy. To be specific, there are some questions now to be answered.

How many children were corrected or controlled with concentrated service?

How could those not corrected be better serviced?

Is five-day service more effective than two or three day service?

What types of cases were serviced? (Were they truly speech defective or rather children with problems that could be handled outside of therapy?)

At the close of school in June 1969, we hope to draw specific conclusions from this year's experience.

As you plan or replan your second semester, keep in mind our goal -- the correction or control of every case needing help. This requires much concentration on your part to so individualize your therapy in order to insure that each child is getting the most out of his time spent with you.

Dorothy L. Vaill

Dorothy L. Vaill
Supervising Director

TITLE I NONPUBLIC SCHOOLS

Four nonpublic schools are receiving Title I Speech and Hearing services this school year. Two speech correctionists, Mrs. Judith Cerruti and Mrs. Ethel Newman, are assigned fulltime to Holy Name, Immaculate Conception, Saint Martin, and Saints Paul and Augustine, and are providing a program which covers three areas: speech correction, hearing therapy, and speech improvement.

Father Falcone, Acting Director of Title I funds in these schools, has expressed great satisfaction with the program. "Results are visible, are deeply appreciated by the school staffs and the parents, and are tangible evidence that this program is effective." He is especially pleased with the correctionists assigned to the schools and with their work with the students. He also feels that their manner of correlating and coopeerating with other specialists has added greatly to the effectiveness of their respective speech programs.

HEARING THERAPY PROGRAM

The hearing screening program being conducted within selected public schools under the supervision of the Speech and Hearing Center, with the joint cooperation of D. C. Public Health has commenced. The purpose of this project is to identify children possessing a hearing loss, refer said children for appropriate testing, and to later provide effective service when such is indicated.

SPEECH IMPROVEMENT PROGRAM

A speech improvement evaluation has been conducted by approximately forty-five speech correctionists within the D. C. Public Elementary Schools. The purposes of this research include the following: a) to investigate certain aspects of the speech and language of children; b) to better acquaint the speech correctionists with the children's speech and language; c) to later present effective lessons based on the findings of the study; and d) to result in more adequate speech service to all children.

The Speech and Hearing Center is committed to the purpose of up-grading the speech and language of all children. It is a well-recognized fact that "if the reading of children is to improve, their speech and language and their recognition of the speech sounds must first be strengthened."

SURVEY OF FOREIGN BORN STUDENTS

The Speech and Hearing Center has just completed a survey to determine the number of foreign born students currently enrolled in the D. C. public and Title I parochial schools who are having difficulty in the areas of comprehension and/or oral production of American English. The results of this survey are contained herewith.

Survey of Foreign Born Students ... (continued)

I. Number of Schools Serviced

A. Elementary	27
B. Parochial	3
C. Junior High	16
D. Senior High	6
E. Vocational	2

Total:	<u>54</u>
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II. Number of Foreign Born Students Enrolled

A. Elementary	338
B. Parochial	10
C. Junior High	378
D. Senior High	406
E. Vocational	5

Total:	<u>1137</u>
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III. Number of Students Having Difficulty with either the Comprehension and/or the Oral Production of American English

A. Elementary	88
B. Parochial	10
C. Junior High	170
D. Senior High	78
E. Vocational	3

Total:	<u>349</u>
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The statistical evaluation presented above indicates that approximately 31% of the foreign born students currently enrolled in D. C. Public and Title I parochial schools are experiencing some degree of difficulty with the utilization of American English within the English-speaking school setting.

PROPERTY OF . . .

The equipment "bug" is here again! Since the 1967-68 school year, vandals have relieved the Speech and Hearing Center and a few Speech Suites the schools of a total of SIX tape recorders. However, we have been assured that all is not lost and our requisitions for replacements are being processed.

The Center is hopeful that in the near future we shall be able to replenish our supplies with other types of equipment such as the Language Master, a dual channeled tape recorder, an auditory training aid, a film projector, to mention a few items, in order to provide an even more effective program of speech and hearing services.

Property Of ... (continued)

Attention is being called to the memorandum of September, 1968 regarding the "Care and Storage of Equipment" which stated that whenever anything happens to a piece of equipment that is the property of the Speech and Hearing Center, the speech correctionist (or hearing therapist) is to notify the Center immediately.

The Center has an abundant supply of recording tape for your use, so if you are in need don't hesitate to request it.

Those correctionists who have equipment from the Center are requested to write the serial number of EACH piece of equipment on a 3x5 card and return it to Mrs. Marion Reddick by January 24th. (See enclosure)

ONE FUND DRIVE

Grateful thanks go to all the members of our department who voluntarily contributed so generously to the One Fund Drive, the one and only time during the year when federal employees are approached for a contribution to charity.

Americans are known throughout the world for their generosity. In 1968, according to the American Association of Fund Raising Councils, Americans are expected to have contributed \$15.5 billion to various charitable fundraising campaigns.

Therefore, anyone in the Speech and Hearing Center who has not yet contributed to the One Fund Drive need not feel, "It's too late now." It is never too late to help those who need our assistance. Therefore, you may give your contribution to your Keyman for the One Fund Drive--Catherine Leidecker. She will be most happy to hear from you.

American Red Cross Wants Y O U !

The District of Columbia Chapter of the American Red Cross appeals urgently to all members of the school system to donate blood.

The blood is essential, not just to meet the regular needs of the hospitals, and the special requests for open heart surgery and accident patients, but also for wounded servicemen returning from Vietnam.

During the 1967-68 school year some of our speech people needed blood for themselves or for relatives. It is a comforting thought to know that by giving blood you are guaranteeing protection for yourself and also, for your co-workers. Mention the Speech and Hearing Center when you donate.

The schools and centers and the dates when Bloodmobiles will be available are posted in the various public school bulletin boards. Remember that blood is something that cannot be manufactured; it is something only you can give. So, be generous.

COUNCIL OF ADULT STUTTERERS

The Council of Adult Stutterers (CAS) is going to present a series of programs that will be of special interest to speech correctionists. WRC-TV Channel 4, has contracted the CAS to do five shows on stuttering under the auspices of the Education Exchange Series. This series is normally reserved as a cooperative effort between WRC and local universities. The shows will cover problems of both children and adults who stutter, with some emphasis on employment problems of adult stutterers. The first program, an introduction to the series will be co-ordinated by Barry Guitar. Children who stutter will be featured in the second show, with Dolores Miner as co-ordinator. Shows three, four, and five are to be co-ordinated by the other Council members.

The programs are not scheduled until March 24-28, 1969. Unfortunately, the shows are to be broadcast at 6:30 a.m. Nonetheless, you will find them well worth watching.

INNOVATIONS IN EDUCATION

READING IS FUN-DAMENTAL (RIF)

A national reading program entitled READING IS FUN-DAMENTAL was recently launched at the Smithsonian Institute. The program is based on the assumption that "children allowed to select and own books of their choice will make reading a pleasurable and rewarding part of life."

RIF is actually an outgrowth of a recent experimental program conducted in the metropolitan area when some half a million paperback books were distributed to approximately 100,000 children and adults, many of whom had never before owned any type of book.

This program is made possible by a \$285,000 two year grant from the Ford Foundation. Its purpose is to seek the best ways to motivate children of all ages to want to read and to help make paperback books and other reading materials accessible to them. This program will also act as a clearinghouse for other book distribution programs, and will enlist the cooperation of publishers, distributors, libraries and educational organizations in order to perpetuate this project.

Innovations (continued)

RADIO ARTS PROJECT IN THE LANGUAGE ARTS PROGRAM

Since the end of October 1968, the Radio Arts Project has been in the process of broadcasting programs that are designed to improve learning through acute use of the listening skills and thoughtful utilization of all of the communication skills. These original programs are for use in the elementary grades and are produced in series in order to establish and reinforce continuity in the teaching-learning process.

One series of programs focuses attention on the presentation of "raw sounds." These sounds are presented in a format which requires no oral introduction or narration during the broadcast. The purpose is "to sharpen the listening skills and to encourage children to interact with each other and with the teaching in terms of what is heard." In general, the emphasis is also on "stimulating pupils to think critically and carefully about the sounds they hear and to react during the actual broadcast expressing what they think they heard, how they arrived at that conclusion, what made the sound, something about the size, shape and composition of the object" The stress is on what children think and why they think.

A second series is devoted to presenting works from children's literature in a style that (it is hoped) will instill a desire in the children (i.e., the radio audience) to want to obtain a copy of the book, story or poem they heard in order to read it for themselves. The performers participating in these dramatic presentations are pupils enrolled in District Elementary Schools.

A third series will involve the presentation of creative writings of students, read by the students themselves. The Language Arts Department feels that a program of this nature can do a great deal for developing better self-concepts and creating more positive self-images.

A fourth series will treat the concept of democracy in a manner which children can understand and appreciate.

EDUCATION OF THE DEAF

The newest method of visual communication to immerse from within the field of education of the deaf is "Cued Speech", invented by Dr. R. Orin Cornett, vice president for long range planning at Gallaudet College.

The method had its inception in September 1966, when Dr. Cornett taught this latest speech reading technique to the parents of a two-year old rubella deafened child. Today, this procedure is being taught by more than 200 teachers to an estimated 1,500 to 2,000 pupils in approximately 50 residential and day schools, day clinics, classes, and university programs across the nation.

Education of the Deaf (continued)

Cued Speech was designed to be in strict accord with the basic principles of oralism and to provide clear communication which is essential for rapid language acquisition and intellectual progress by the young deaf child. Dr. Cornett believes that Cued Speech closely resembles the ideals of Alexander Graham Bell, famed oralist, who, in 1885, wrote:

" . . . the necessary preliminary to good speech is that the pupil should have a definite conception of how we pronounce our words--that he should have in his mind a definite model which he attempts to copy. With this model in the mind, the defects of his speech will be due not to defective aim, but to defective execution."

Generally speaking, Cued Speech consists of 12 positions and configurations of the hand. The cues make accurate lipreading possible, sound by sound and word by word, with the aid of the hands. The information supplied by the hands is unintelligible if used alone; it serves only to make the lips clearly readable.

According to Dr. Cornett, "Cued Speech is an oral method because it maintains dependence on the lips." To be more explicit,

"When a teacher in a strictly oral school speaks to a class of deaf children and only a few understand what she is saying, she repeats her words for the others. After repetition, a few more children will perhaps understand. Finally, she writes the words on the blackboard, so that all can understand. She has resorted to a purely 'manual' demonstration. With Cued Speech, a child must depend on the lips at all times."

Many authorities in the field of oralism feel that Cued Speech is perhaps the most oral of methods to immerge within the field of education of the deaf in recent years. Cued Speech has also proven to be extremely beneficial to lipreading, speech instruction, and speech correction.

All in all, it appears that Cued Speech could play a rather significant role in the habilitative process of the severely hearing impaired child and/or adult.

HEW LAUNCHES PROGRAM TO ESTABLISH CENTERS FOR DEAF-BLIND CHILDREN

The Office of Education has begun a new program to establish centers to care for deaf-blind children. Major target for the centers will be the 20,000 to 30,000 children born defective after the German Measles epidemics of 1963-65. Many of these children who suffered impairment of both vision and hearing cannot be accommodated under present public education programs. "The large number of deaf-blind youngsters affected by the rubella epidemic constitutes an almost overwhelming task for the nation's present limited education facilities," says James J.

Gallagher of the Bureau of Education for the Handicapped. "Nevertheless, a start must be made in this vitally needed national program." Grants or contracts with public or nonprofit private agencies, organizations, or institutions to pay all or part of the cost of establishing and operating the centers for deaf-blind children were authorized by Congress last year.

Strategically situated in various areas of the country, the centers will provide comprehensive services for both deaf-blind children and their parents. Services will include diagnosis and evaluation, education, and consultation to parents and teachers. "The centers will also make possible the development of new ways of reaching deaf-blind children and helping their parents through research and innovative techniques and approaches," says Dr. Gallagher. Development of the centers will be administered through the Bureau's Division of Education Services, directed by Dr. Frank B. Withrow. Dr. Donald R. Calvert, former director of the San Francisco Hearing and Speech Center, and Robert Dantona, a specialist in the education of deaf-blind children, will supervise setting up the centers through the newly organized Project Centers Branch of the Division.

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HALLS OF IVY

Alpha Chi Omega

Alpha Chi Omega, a national women's fraternity, and the National Easter Seal Society have announced the availability of a limited number of supplemental aid scholarships for qualified master's degree candidates in the field of speech pathology and audiology.

In order to be eligible for the scholarships, for the 1969 academic year, students must be United States citizens, enrolled or accepted in a graduate program of speech pathology and/or audiology in a school approved by the American Speech and Hearing Association.

Applications must be accompanied by a letter stating the reasons for interest in pursuing a career in speech pathology and/or audiology; a letter of acceptance from the school the applicant will be attending; and transcripts of all preliminary training above high school and professional references.

Selection will be made on a competitive basis by a scholarship committee, with consideration given to scholastic achievement, financial need, references and letters of application.

Application forms are available from the Scholarship Coordinator, National Easter Seal Society for Crippled Children and Adults, 2023 West Ogdon Avenue, Chicago, Illinois, 60612.

To be eligible for consideration, the completed application form and all supplemental material must be received by July 15, 1969.

Halls Of Ivy ... (continued)

D.C. Teachers College

For those persons who are interested in furthering their academic education, the D. C. Teachers College is offering a course in Phonetics - Speech 332 during the forthcoming spring semester. It is to be held on Tuesdays and Thursdays from 6:10 to 7:30 p.m. in Room 213W. The course will encompass the study of phonetic principles and proficiency in the use of I.P.A. symbols, with attention to English speech in America, its varieties and backgrounds.

Applications for admission can be obtained from the office of the Director of Admissions, Room 130, Wilson Building.

Registration for all courses will take place in the Wilson Building Eleventh and Harvard Streets, N.W., on February 3 and 4 (Monday and Tuesday) from 4:00 to 9:00 p.m.

ASHA CONVENTION -- 1968

The 44th annual convention of the American Speech and Hearing Association (ASHA) was held in Denver, Colorado on November 15-18. The following members of our department attended: Sylvia Glenn, Dolores Miner, Loretta Young, Catherine Leidecker and Victoria Street.

Both scientific and technical aspects of speech pathology, language development and audiology were covered.

Contained below is a skeletal resumé of a few select short courses presented at the Convention.

One of the most interesting intensive short courses presented was entitled, "The Neurologic Bases of Speech and Language Disorders." This postgraduate course was an innovation in short courses in that each area discussed was correlated to all other areas covered by the "team." This team consisted of instructors from the Mayo Clinic who presented the material in this specific course. The course began with the structure of the nervous system as it functions normally. Then the lecturers proceeded to explain what things could go wrong and why, and how they affected motor coordination, particularly in relation to speech. Finally, clinical case presentations were made.

Another noteworthy presentation was given on "Differential Dysarthric Characteristics of Patients with Motor System Disease." Lessons were taught by taped programmed instruction. The purpose was to train the ear to differentiate nuances of voice and articulation that reflect different motor diseases. Seven acoustically distinct types of dysarthria -- flaccid, spastic, spastic-flaccid, ataxic, hypokinetic, hyperkinetic (Dystonic), and hyperkinetic (Choreatic) were presented. Five of the seven types were studied intensively for purposes of comparison. Examination was made of the laryngeal valve, the velopharyngeal valve, and the articulatory valves, using vowel prolongation, alternate motion rate

ASHA Convention -- 1968 ... (continued)

(p, t, k), and contextual speech. As each type of dysarthria was explained, it was compared with each of the other types. After listening to the characteristics of all five categories, the members of the course were given an examination to determine how well they had learned to listen. Results indicated that this session was truly a worthwhile learning experience for all those who participated.

Another aspect of the Convention dealt with the timely subject of the language problems of the disadvantaged child. Presentations of this topic were generally divided into three areas: 1) Methods of isolating this particular language from that of the general population; 2) Defining this language in phonetic and linguistic terms; 3) Testing and rating the language. Many suggestions were offered on how to isolate, define, or rate this particular language or speech pattern. However, little information was given on what to do for it once it was located. Nonetheless, these sessions proved to be quite thought-provoking.

The Convention also pointed out that a controversy still exists as to whether or not there is such a definable entity as "Negro Dialect."

THE SCHOLAR'S CORNER

Not all noteworthy research studies are brought to the attention of the general public through the various publication media even though a great deal of beneficial information could be obtained from exposure to them. Therefore, this section will regularly be devoted to the presentation of unpublished research findings undertaken in the areas of speech and hearing and/or related fields that would prove to be beneficially significant to our professional growth.

.....

Collins, Marie Ann. "Historical and Critical Study of the Relationship Between Speech Therapist and Patient." Unpublished Master's dissertation, Catholic University of America, 1957.

There is some manner of connection or reciprocity in any interaction between two human beings. The type of relationship which develops depends upon the "reason" for the interaction. The existence of the development of different "types" of relationships lies in the aim or goal of the two people who are interacting. This difference also lies in the means they are employing to achieve the goal. And it lies in the type of "dependence-independence state" which exists between the agents involved in the action.

This thesis contends that there exists a general theory concerning the nature of the relationship between the speech therapist and his

The Scholar's Corner ... (continued)

patient. This theory implies that "if the nature of the relationship depends upon the goal and the means used to attain the goal, then the relationship between speech therapist and patient who are acting today will not be the same type of relationship which existed in the past." The writer implies that past relationships will be different from present therapist-patient relationships because the goals and the means used to attain the goals are different.

The first chapter of this study traces the history of "types" of speech therapist-patient relationships which have existed in America. These "types" of relationships could be categorized according to the various goals that were to be achieved and to the means by which these goals were to be attained.

In the years between 1919 and 1930 there was an increased interest in speech correction in the United States. Many people working in the field began to compile exercises and drills for the use of others.

Travis felt that the effects of "word drills" (which were formerly thought to be the outstanding factor in learning) might act to "sterilize the insight of the learner and to kill his interest in the task."

When Travis discussed stuttering he implied that "one of the most disastrous attitudes that the teacher can express is the imposition between the subject and herself of the superior-inferior relationship."

In 1939, Wendell Johnson expressed his views about therapy, therapists, and stuttering from the standpoint of the "stutterer" and the "specialist." He implied that neither the stutterer nor the specialist should take himself seriously.

According to William Parker, "the therapist's 'chief instrument' is a kind of 'identification' with another person." If the therapist is

The Scholar's Corner ... (continued)

able to put himself empathically into the patient's mental and bodily state, he will better understand what to do and how to do it.

Around the 1950's, speech therapy began shifting away from orientation based primarily upon devices, and moved toward orientation based upon therapeutic relationship.

The changes in speech behavior which took place depended less upon devices for breathing, blowing, tongue exercises, ear training, . . . and more upon forces operating in the interpersonal relationships between child and therapist and among children as a group.

Included at the end of the first chapter is an excellent resume of the study of the history of the speech therapist-patient relationship. This historical examination made it possible to present each individual's theory of this type of relationship.

Within the second chapter, an attempt is made to draw some conclusions from the above-designated facts. From this accumulation of facts various phases or trends were discerned. According to the researcher, these phases resulted from the influence of the underlying philosophies of speech correction.

The preliminary section of the second chapter very adequately introduces the phases and includes a concise descriptive commentary of each phase. Following this, a more thorough investigation of each phase is brought out.

The first phase, dating from 1868 to 1913, began with the arrival of Alexander Melville Bell to the United States. In this period therapy was on a physiological level. There was little or no attempt during the therapy to learn about the person as a "whole." Emphasis was upon drill exercises, and the person with the speech defect was regarded as a "mal-functioning organism."

From 1919, a new trend in literature emerged. Writers were trying to understand the speech defective as a person, not just as "an organism" demonstrating an abnormally functioning speech mechanism.

In 1930, the third phase of development appeared. In that year Alfred Appelt alluded to the therapist-patient relationship. This is one of the earliest recorded references to this aspect of the therapeutic situation.

Up until the latter portion of the 1940's there had been a general movement in the same direction -- from an emphasis upon the speech apparatus to an emphasis upon "the person-as-a-whole." However, now the outlook is on a different level. The emphasis is upon a new aspect of the situation, which is more all-encompassing.

Instead of looking at the person, alone, he (i.e., the speech defective) is now considered as an 'acting part' of society; he is seen in the human milieu of which he is a part. Thus, even in the therapeutic situation, there are new understanding, new aims, new action. This 'action' involves 'relationships': between therapist and patient, between patient and patient.

Within this chapter the study also investigates the various types of psychology which had a direct effect upon the means and goals of speech therapy.

In the final chapter of this research study the author formulates some noteworthy conclusions regarding the general development of the type of therapist-patient relationship which exists in speech therapy today.

My opinion of this thesis could be briefly summed up in one word -- excellent! I would have imagined that historical research could be rather dull; however, this dissertation was not only informative but absorbing as well. The study itself indicates that a great deal of thorough research went into the development of the paper. The manner in which the material is presented conforms to the established requisites of historical research. The problem is very clearly stated. From the manner in which the "working

The Scholar's Corner ... (continued)

hypothesis" is stated the reader has no difficulty in discerning how this study is going to evolve. On the contrary, the functionability of this research is continuously indicated throughout the entire thesis. And even though the research deals with information of the past, I felt that this thesis was written in a rather stimulating and vitalizing manner.

The hypothesis, as stated, denotes the functionability of the study. The general approach to the topic reflects the objective and impersonal attitude of the writer. However, the working hypothesis and research design denotes the vast understanding the writer has for the study.

The data collected is presented in a very clear and accurate manner. All the information collected appears to be relevant to the solution of the presented data. In other words, there seems to be cohesion between the data and the analysis.

The conclusion seems to verify conclusions of previous research regarding the relationship between speech therapist and patient. The writer indicates the existence of a relationship to other known facts pertaining to this topic.

In general, I feel that this thesis is well worth reading not only because of the excellent manner by which the topic was presented but also because of the overall content of the project, especially since the relationship between therapist and patient will always be of major concern in both speech and hearing therapeutic situations. Therefore, it is an unrefutable fact that the major premise of this study is one that will always be in existence so long as speech correction is regarded as an important phenomenon in the far-reaching realm of habilitation.

K E E P T A L K I N G

How many people in the world speak English? At the present time, the United States of America is the leading world power, which makes English a potent weapon. Russia teaches it in her schools. The Japanese consider it a status symbol.

More than 300 million people throughout the world speak English, but . . .

How many understand it?

How many understand each other?

Is communication a simple matter of "You say it and I know what you mean?"

In today's world, the ability to use language--to speak in accepted forms and to interpret what is heard both accurately and critically is one of the prime requisites for success. Communication of this kind is anything but simple, even among people who share the same language.

When children enter school, they have a rudimentary command of language but this needs to be built upon; to increase their ability to know and understand the world. Surely the spoken word must come first if the words of reading and writing are to be mastered.

Children need stimulus and guidance to understand the many wonders of their language and how it operates in everyday life and, above all, how they can manipulate it to best serve their needs.

Language, especially speech, is a tool--a basic tool of education and a basic requirement for living a full and productive life.

Catherine Leidecker
Assistant Director

.....

" S P O T L I G H T "

A CALL FOR PROFESSIONAL UNITY

There is a need for unity in our professional group. We are being split by misunderstanding, by personal conflicts and by ignorance. We are being driven further apart because we are too passive on affairs and issues which affect us.

We need to have a voice in policy changes so that they will benefit the TOTAL group as well as enhance our profession. We need to support those who try to represent us. We need to let them know how we--the body--feel on issues that concern us so that they [the administration] can represent us accurately.

We cannot be forced into a way of life if we let our voices--our opinions--be heard in advance. We can affect the policies that involve us. Together we stand--strong--as a body--united. Divided we are weak, susceptible to anything, because our lone voice is too weak to even make a dent. No matter how important and pertinent our point may be, it will be lost. And the whole group will suffer. We, as a group, as a professional body, will fall.

We belong to a profession. And our actions are guided by our professional organization. The District of Columbia Speech and Hearing Association endorses and adheres to the Code of Ethics of the American Speech and Hearing Association. It is stated that above

* These are the opening remarks presented by Mrs. Georgia M. Davis, Speech Correctionist, D.C. Public Schools, at an in-service departmental meeting of the D.C. Speech and Hearing Center, whose main theme was "Group Discussion on Speech Improvement". This meeting was held on Monday, November 25, 1968, from 9:00 to 11:30 a.m., at Francis Junior High School, located at 25th and N Streets, N. W., Washington, D. C.

all else, the welfare of the person we serve professionally is paramount. We must be properly trained. We must follow acceptable patterns of professional conduct in relations with the people we serve. We must not exploit the people we serve. We must use every resource available, including referral to other specialists as needed, to effect as great improvement as possible in the persons we serve. We must take every precaution to avoid injury to the persons we serve (and I interpret that to include mental injury.)

The Code of Ethics also states that we have responsibilities to other professional workers.

We should seek the freest professional discussion of all theoretical and practical issues and avoid personal invective directed toward professional colleagues or members of allied professions. We may not always agree on a point but we should let our differences be known professionally.

We should establish harmonious relationships with members of other professions. Inform others of our services and our policies. And be willing to learn from members of other professions. We should strive to increase knowledge within our field of speech and hearing.

Lastly, the Code of Ethics states that we must guard against conflicts of professional interests. We should help in educating the public regarding speech and hearing problems and other matters lying within our [realm of] professional competency. But first I feel we must get together and discuss what our policies and points of views are so the public will be benefited by our services, not confused.

Our job is to provide and expand services to persons with varying degrees of speech and hearing handicaps and to assist in establishing

high professional standards for such programs. So, lets get together. No opinion is too unimportant or too trival to contribute. It may be just the missing link we need to tie our thoughts and ideas together. Express yourselves and let your voices, professionally, be heard above all else. And our body--we the majority--will be taken into consideration.

.....

LETTER TO THE EDITOR

Recently I was able to attend the National Conference of the President's Commission for the Observance of Human Rights Year 1968. Despite this impressive name for the meeting and despite the importance of some of the speakers -- Earl Warren, Averell Harriman, and President Johnson -- it was a very familiar and very humble problem that was burried in the roots of every problem the Commission unearthed. It is simply that people don't talk out their feelings enough and that people don't listen when they do. You probably think that's an oversimplification. But speech therapists know only too well what can happen when expression is bottled up. Stuttering and our speech improvement disussions are good examples.

Stuttering, like the problems in human rights, may begin simply but rolls on and on in a tangled ball of emotions. Therapy for stuttering unrolls the ball by helping the stutterer see what is really the case with his speech fears. As the stutterer moves toward an understanding of what he is doing, by listening to his stuttering on tape and watching it in the mirror, he also moves toward an appreciation of what other people think of his stuttering. By specific assignments to stutter on purpose or to stutter in a different way he can come to realize that stuttering is tolerable to himself and to others. That realized, he can make some changes in it. He can loosen the tightness of his lips when he says a "b", [and in so doing,] he can maintain eye contact with a tough listener. And whattyaknow! Stuttering gets easier.

The great debates in the meetings of us elementary school therapists seem to be worlds away from tongue-tied stuttering, but they are similar. Here, too, are some hidden feelings and a need for us to see what's really there. There is a need for more people who don't talk about their feelings to express them. There is a need for a

gathering of reality -- opinions of community and business leaders about the speech we want to improve.

But don't say, as they did at the Human Rights Year Conference, that talk doesn't get us anywhere. There, the government could hear the then unknown feelings of people on the outside (and vice-versa); here, we can learn from each other's techniques and experiences with students; and in the therapy room, the stutterer can learn from himself and the therapist as they talk so that he can bear stuttering and he can, like others with other problems, do something to change it.

Sincerely,

Barry Guter

.....

OPINION PLEASE

by

Johnetta Davis

Have you ever had a student who did not respond to usual testing or diagnostic procedures? Have you found unexplained gaps in diagnostic themes? Have you ever tried every therapeutic technique that you know with a particular child and still felt that little or no progress was being made?

Frequently, we as Speech Correctionists are faced with the responsibility of diagnosing and managing cases that our training and clinical experiences have not equipped us to handle. This is certainly no reflection on us as individuals or on your abilities as correctionists. Instead, it vividly points up the fact that in fields as vast and complex and as changing as the fields of speech pathology and audiology, training institutions can, at best, only offer introductions to certain areas. It is for this reason that on-the-job, in-service and post-

graduate training is needed and is overwhelmingly welcomed by Speech and Hearing Therapists.

A discussion of these ideas was presented to several therapists in the Speech and Hearing Center. They immediately expressed their desires with respect to the areas of in-service training which they believe would be of great value to them. The following are some of their remarks.

FRANCES HARRISON:

"There are certain competencies that Speech Correctionists need for the work they do. To me, diagnosing is of relative importance. It is one competence that should be rated very high in order of importance for the work Speech Correctionists do.... Therefore, I would like to see an in-service training course offered with emphasis on testing and diagnosing."

CHERRIE WILLIAMS:

"I would like to see a program developed whereby the therapist could work with expressive language -- developmental and remedial -- for children in kindergarten through third grades. In-service courses would provide the therapist with the background needed for competency in language development."

GINA HIRSCH:

"I would like to see a small group workshop devoted to diagnosis and therapy for delayed speech. Many people have creative programs and I feel that we all would benefit from hearing about them. If a program of this nature would be successful, it might be repeated with other relevant problems. Tape recordings, literature and visual aids might be presented by certain members of the department."

BARBARA JOHNSON:

"The most frequently encountered speech defective cases in the D.C. schools are those with articulation and stuttering problems. However, more children with voice disorders are being diagnosed and included in our caseloads. A course in voice therapy would provide more current knowledge of diagnostic procedures and therapy techniques. I believe that other therapists have similar feelings. I, for one, would welcome an in-service course of this nature."

LIZZIE HEPBURN:

"With so much attention focused on the speech and language problems of inner-city children, a great many new theories for remedying

the 'deficits' are based on linguistic studies. It would be valuable for speech therapists to have a program to familiarize them with some of the underlying principles of linguistics and the implications for their practical application in a program of speech correction and/or language development. There is also a tremendous need for basic understanding of the linguistic versus the phonetic approaches in handling non-standard speech."

LORETTA YOUNG:

"I feel that an in-service workshop concerning foreign language speaking children in the elementary schools would fill a great gap in our field. It has been my experience...that these children present problems that differ not only in quantity, but also in quality. Some speak and understand no English; others understand some English, but speak very little; still others speak and understand English rather well, but maintain much of the grammatical structure of their native language as well as their foreign accents.. Each category should be dealt with in a different manner. Indeed, in some instances I question whether they should be dealt with at all by the speech correctionist. There is much research needed in this field in order to ascertain the most beneficial program design for the foreign language speaking child."

SYLVIA GLENN:

"I am concerned about the growing number of children on our active therapy lists who are diagnosed as having moderate to severe articulation problems. This in itself is not devastating, but realizing the fact that these same children remain on active lists for two or three years, and sometimes their entire elementary school years. Yet, they are not dismissed, nor do their diagnoses or prognoses change significantly. Therefore, I would like to see an in-service program or a 'share-in' that would make available to our therapists information on testing procedures and guidance in making appropriate referrals for these cases with psychological and/or neurological implications."

GEORGIA DAVIS:

"The following are courses I would like to see offered either as in-service courses, workshops or graduate courses: a) speech therapeutic approaches with mentally retarded and emotionally disturbed children; and b) changing trends in therapy which would include use of new equipment and knowledge of books and materials which would be helpful to us. This should include materials for all levels."

DOLORES MINER:

"About a year ago I enrolled in a course entitled "Neurological Considerations in Mental Retardation" and after two weeks was forced to withdraw because I was not equipped with enough background to deal with the medical aspects of the course.... Therefore, I would like an in-service workshop which would offer us more in the area of guidelines for recognizing the neurological signs and their implications in cases we see daily."

"The department should establish clear guidelines for the selection of students with foreign accents. There should be in-service training as well as a 'share-in' of effective methods for locating, screening, testing and working with children with foreign dialects.

I am also interested in some suggested techniques for working with the brain-injured child who is in the regular schools."

The interest in in-service training expressed by these therapists is perhaps the same as yours. A copy of their comments has been forwarded to the Program Committee for consideration. Additional suggestions from other members of the department would be most welcome.

.

DCSHA MEMBERSHIP ANNOUNCEMENT

Members of DCSHA who have not yet done so are requested to send payment of dues (\$3.00) for calendar year 1969 to:

Miss Mary Ann Clark
DCSHA Treasurer
270 M Street, S. W.
Washington, D. C. 20024

Please enclose your preferred mailing address so that you will receive the Newsletter and other DCSHA announcements and materials. Upon receipt of dues, you will be sent a current membership card.

Any who would like to join DCSHA as new members may request an application form by contacting:

Mrs. Bonne B. Smith
DCSHA Membership Chairman
Washington Hospital Center
Hearing and Speech Center
110 Irving Street, N. W.
Washington, D. C. 20010
Telephone: 541-6717

David M. Resnick, Ph.D.
President, DCSHA



IN THE BOOKCASE



Van Riper, Charles. "Psychotherapy," Speech Correction Principles and Methods. 3rd ed. New Jersey: Prentice-Hall, Inc., 1956, pp. 70-91.

The concept of "normality" always implies a range of behavior. "Normality" is dependent upon age, sex, social status, the cultural pattern and many other factors. In some instances, society inflicts penalties which provoke unfavorable reactions upon the speech defective, and as a result, he is unable to live "a normal emotional life."

There is no generalized amount of psychotherapy needed for all those who exhibit speech difficulties. "Speech defectives need psychotherapy when their reaction to the speech defect is abnormal." However, some speech therapists tend to regard all speech defects as though they were "symptoms of an underlying emotional conflict." Such therapists insist on psychotherapy for every case. Such a therapeutic tool is not totally detrimental, providing that the psychotherapy is well done, considering that "every so-called 'normal' individual has enough abnormality within him to profit from some psychotherapy."

A certain amount of psychotherapy is employed by every speech correctionist with every case. Many of the cases seen by the speech therapist can only be helped by preliminary or concurrent psychotherapy.

A carefully planned program of psychotherapy is indicated when the speech defective (1) shows very obvious peculiarities of physique, speech, or behavior; (2) has a history of frequent rejection or other social penalty; (3) reacts by marked aggressiveness or withdrawal tendencies to the normal challenges of life; (4) shows great tension or stress in ordinary situations; (5) rejects or sabotages the efforts of the speech correctionist to improve his speech.

The methods of psychotherapy vary from simple suggestion to profound psychanalysis. However, all the methods seem to be focused on the attainment of the following goals: (1) to help the speech defective understand his problem; (2) to let him get the "emotional poison" out of his system by freely expressing his true feelings; (3) to help him organize and carry his true feelings; (3) to help him organize and carry out a campaign which will (a) increase his social assets and eliminate or minimize his abnormalities; (b) eliminate or minimize the penalties inflicted upon him; (c) develop attitudes toward his speech defect and toward other social liabilities which will not handicap him.

Psychotherapy in speech correction always involves some form of release therapy. If the speech disorder itself is a neurotic symptom, an opportunity must be provided for the child to reveal the hidden emotions which precipitated the disorder.

Every speech activity can involve psychotherapy. All learning and unlearning involves the whole person. Every success or failure adds or subtracts to the ego. The important point is that the therapist must conceive of his role as not only a speech therapist but a psychotherapist as well.

In general, I think Van Riper has highlighted some very important aspects of psychotherapy and its relation to the speech therapeutic situation, I also feel that this psychological component of speech correction should be explained within the rudimentary courses of speech correction.

Although Van Riper has handled this topic quite adequately, in general, I feel that he tends to delude the prospective speech correctionist with pseudo-psychological illusions of grandeur when he implies that the "speech therapist" per se is also a "psychotherapist" per se. I have always been under the impression that a degree in psychology was synonymous to the legitimate title of "psychotherapist." To be more specific, I would not expect a psychotherapist to consider himself a legitimate "speech therapist". Nonetheless, I, too, believe that certain degrees of psychotherapy can be beneficially incorporated in the speech therapy setting. And I also believe that, to a certain extent, the speech therapist can act as a psychotherapist. However, it is the wise speech therapist who realizes when the psychotherapeutic situation is beginning to exceed her ability. In other words, the wise speech therapist knows, and is willing to recognize her limitations in the field of psychotherapy. Therefore, I think Van Riper should have emphasized this point. In addition, a good psychotherapist must possess certain qualities in order for this type of therapy to be effective. If I am not mistaken, Van Riper has failed to mention this point also.

When I finished reading this chapter I thought of an old cliché which, in my opinion, could serve as an aside to this chapter -- "A little knowledge is a dangerous thing," especially in the hands of a "novice;" that is, a speech therapist who incorporates psychotherapy into the speech program but is not "fully aware" of her function in such an activity; is not "absolutely sure" how such an activity is conducted; and does not "completely understand" what the results of such a procedure are supposed to indicate. Therefore, I believe that before this technique is employed, the speech therapist should become thoroughly familiar with the procedures involved in psychotherapy; with the qualities that she, as therapist, ought to possess; with her function within this situation; and most significant, be able to determine the best possible way to meet the "needs" of the individual, which he usually discloses during the course of psychotherapy. In conclusion, I believe that psychotherapy can be a functional tool in speech therapy, providing that it is not undertaken by a novice who read in some book that "a certain amount of psychotherapy is employed by 'every speech correctionist' . . . "

Lake, Alice, "The Little Boy Who Couldn't Learn," Redbook (June 1964), pp. 46, 76-78, 80.

As a general rule, parents usually tend to assume that discipline, of varying degrees, is the fundamental basis upon which an adequate program of child rearing is founded. Although in certain respects, such a supposition does possess certain elements of validity, there is one fundamental ingredient for child rearing which is so obvious that, upon occasion, parents tend to take this elemental factor for granted, and in the interim, it may even be overlooked or disregarded entirely. This omnipresent ingredient which could have influential attributes upon child rearing

Bookcase ... (continued)

is "love"-- parental acknowledgement of child's achievements and shortcomings and failures.

During the elemental years, "love" seems to encompass and constitute the child's total existence. It is also during these impressionable years that parental acknowledgement, be it acceptance or rejection, form the foundation upon which the emotional stability is laid. If, at the onset, an unsatisfactory foundation is laid, the stability of the future structure is somewhat questionable.

And this story depicts the story of what could eventually happen to a "structure" that was erected on a somewhat "defective foundation."

This is the story of a "wall of hatred" between a mother and her little boy. Each party appeared to be pressured beyond endurance. "All I got was complaints about him," the mother said. "I was so ashamed. He even failed the first grade."

The irony of it was that no one expected trouble when the little boy entered the first grade. His kindergarten teacher had complained that he was inattentive, but no one took that observation as being indicative of a severe problem of maladjustment. However, by the end of the child's year in the first grade, he was on the brink of breakdown and his mother was "lost in anger and shame."

It was at this point that the parents felt a psychological evaluation of their son was mandatory. So the child was taken to the Catholic Charities Guidance Institute, a psychiatric clinic for troubled children and their parents, with five branch offices in the city and suburban area covered by the Archdiocese of New York.

A battery of achievement tests and psychological tests were administered to the child. The psychologist reported that the achievement test

results indicated that the child had average intelligence with a potential for greater (or "higher") academic achievement. The psychological evaluation suggested the answer to the child's immediate problem. The professional staff concurred that,

This was a child . . . who had been physically fed, clothed and housed but who remained naked and hungry, deprived of the 'emotional nurture of his mother's love.' Inside, he was raging with the primitive anger of an infant. But on the surface he was bland, for to explode his rage was to court disapproval and further rejection. The battle for self-control totally engaged the child's emotional energy, leaving no strength for tasks easily faced by the ordinary schoolboy.

To date, the child has been receiving professional treatment for two years; however, "the job is not yet complete."

Troubled minds do not heal as quickly as broken bones. Even holding his mother's hand, John [the child] has not yet walked the full road back to emotional health.

In conclusion, without the agency's help in rekindling his mother's love, this child might have faced a bleak future of serious emotional illness.

When I first read this story I was under the impression that it was a fictional contribution; however, I now realize that this is not fictitious -- this is a very poignant article about the actual destruction that resulted when parents, especially the mother, rationed her feelings of love for her child.

I was extremely impressed with the manner in which the article was written. Since this article evolves around a rather personal topic, I think the author used a great deal of discretion in her manner of presentation. Furthermore, because of the delicate topic under discussion, an article of this type is apt to exude sentimentality if the author happens to be somewhat of a novice in the area of emotionally disturbed children. This author, however, covered the subject in a very forthright

manner. However, a sufficient degree of pathos exists so that reader's interest is maintained.

The article brought out some very noteworthy points. One aspect about which I was somewhat appalled was the apparent lack of insight and the rather unsatisfactory character traits of the child's first grade teacher. I certainly hope that teachers of her caliber are in the minority group if they are presently being employed in the teaching profession in any school system!

The article presents a very concise picture of the services that are now being made available to the parents and/or guardians of emotionally disturbed children.

In addition, the article very aptly maintains that "neither the Guidance Institute nor any other good child-guidance clinic limits itself to checking [just] the intelligence of a child who fails at school." The author also emphasizes that it is now a widely accepted fact that "emotional factors" can block the learning process in a youngster of normal intelligence.

In conclusion, I think this article can serve a dual purpose:

- (1) it is a good article to read solely for the purposes of pleasure; and
- (2) it can serve as a source of information for those parents who may be undergoing a similar experience of a child's failure in school, due to causes other than intellectual insufficiency.

I was somewhat disappointed that the magazine did not include a brief character sketch of the author of the article, Alice Lake, because I am curious to know about her affiliation (if any) and/or interest in this area of exceptionality.

In conclusion, I personally believe that if the layman (as well as the professional) would be exposed to more articles of this nature, his

general awareness and perception could be enriched to greater dimensions. And in so doing, perhaps his ability to perceive would become more acute.

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SUGGESTED READING MATTER

1. Bruthen, E., and Shoemaker, D. The Modification of Stuttering. New Jersey: Prentice-Hall, 1967.
2. O'Neill, John J. and Oyer, Herbert J. Visual Communication for the Hard of Hearing. New Jersey: Prentice-Hall, Inc., 1961.
3. Pronovost, W. "Speech Therapy and Speech Improvement." Voice, 13, 1964, pp. 3-9.
4. Raph, Jane B. "Language Development in Socially Disadvantaged Children." Review of Educational Research, 35, 1965, pp. 389-400.

ANOTHER OPENING - ANOTHER SHOW

"Life upon the wicked stage ain't nothin' what a girl supposes---"

The songwriter who came up with these lyrics must have had me in mind. Twenty years' experience on the stage was no preparation for my current role as cochairwoman of the Christmas Show. Putting fifty children through their paces on a stage is no easy job. Every year the boys and girls of Military Road School for the severely mentally retarded get together to pay tribute, in their own special way, to the Christmas season. Just as all boys and girls become excited over the approaching holiday, these children are no exception. Rehearsals began in November and excitement increased with each passing day--each child eager to do his or her part in the 1968 Christmas pageant, "Living Christmas Cards". Lines were learned, a choral speaking group was formed, and the Christmas Choir rehearsed. Lines came hesitantly at first, but voices grew stronger and finally the big day arrived. Proud parents came to see their children perform, and were pleasantly surprised as the final scene evolved and the Christmas tree came to life. All the children stood together to form a Christmas tree which exploded in sound with the singing of, "We Wish You a Merry Christmas." It was more than an experience - it was truly a resplendent Yuletide happening!

Dolores Miner
Speech Correctionist

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HAIL BRETHREN!

Greetings from the parochial schools! This school year, Ethel Newman and I are enjoying quite an interesting experience. We

HAIL BRETHREN! (continued)

are servicing four parochial schools. For two non-Catholics this has been a most interesting learning experience. We have been received and treated just wonderfully by the Sisters and have found cooperation between all personnel in the schools to be excellent. We soon became quite accustomed to the uniforms and even to being called "Sister" occasionally. It was very pleasant to find a degree of politeness and respect that I had not encountered in the public schools. But children are children everywhere and anywhere and the similarities far outweigh the differences.

One usually associates an aura of solemnity and austerity within a parochial school setting; however, this preconceived notion could not be further from the "gospel". Between preparing special projects and studying for high school entrance exams and conducting effective speech programs, everyone in the parochial schools is kept extremely on the go, especially the speech correctionist!

Reverently,

"Sister" Judy Cerruti

.....

SUMMER EMPLOYMENT

For the past three years, summer employment has been made available to large numbers of Speech and Hearing Therapists at the D.C. Children's Center. The Children's Center is located off the Baltimore-Washington Parkway, three miles east of Laurel. All graduating seniors and graduate students who are interested in a summer job in the field of Speech Pathology and Audiology are invited to apply. Please obtain and fill out immediately, a U.S. Government Standard Form #171. Mail the completed form to:

Mr. Richard T. Adams, Supervisor
Education Specialist
Speech and Hearing

SUMMER EMPLOYMENT (continued)

Central Administration
D.C. Children's Center
Laurel, Maryland 20810

For further information by telephone, please contact the above named person at the Center - 725-3600 extensions 577 or 394.

Contributions to THE VOICE BOX would be greatly appreciated.

Feel free to submit your literary endeavors at any time.

Rita Lee Berman
Editor

THE VOICE BOX

SPEECH AND HEARING CENTER

District of Columbia Public Schools

E D I T O R I A L S T A F F

EDITOR: Rita Lee Berman, Educational Specialist

STAFF:	Andrea Beck	Inez M. Bradley
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	Ethel Nowman	

T H E V O I C E B O X

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C A L E N D A R O F C U R R E N T E V E N T S

May 3, 1969

D.C. CEC Federation #524

"Annual Awards for Excellence"
Sharpe Health School
4300 - 13th Street, N. W.
Washington, D. C.

May 24, 1969

D.C. Speech and Hearing Association
Gallaudet College (Main Auditorium)
7th & Florida Ave., N.E., Washington, D.C.
8:30 a.m. - 12:00 p.m.

TOPIC:

"Modern Concepts in Stuttering
Therapy"

May 30, 1969

M E M O R I A L D A Y

June 18-20, 1969

National Association of Hearing
and Speech Agencies

"1969 Annual Conference"
Shoreham Hotel
2500 Calvert Street, N. W.
Washington, D. C.

"A DIALOGUE IS ALWAYS BETTER THAN A MONOLOGUE"

It is with genuine delight that I welcome both the new members to our department and the members who have returned to us recently. I hope the remainder of the school year will be both rewarding and enjoyable. May I take this time to say to the new therapists, both to the department and the city, that if there is anything we can do to make your day better, please feel free to call upon us. I sincerely hope that we can maintain a continual dialogue between ourselves, the speech correctionists and hearing therapists; with the children with whom we work; with the administrators; with building faculties; and with the community for we know that a dialogue is always better than a monologue.

Inez M. Bradley
Chairman

GREETINGS TO THE STAFF

Perhaps I should address my greetings in this issue not to "change and challenge", but to "change and change". As you will know, it was planned to present a semester block system of therapy this school year, and at the end of the year to evaluate this system by comparing and contrasting it with the previous yearly itinerant system. However, pressures for continued service disrupted this plan. A block system of therapy has successfully operated in many communities, and it would have been interesting to note its effects in this large urban system.

Greetings to the Staff ... (continued)

The effectiveness of the itinerant plan of therapy is being questioned in many areas, and as a result, many types of block therapy (sometimes referred to as "intensive cycle therapy") are being experimented with in various forms. Its effectiveness has already been proved. We need to give its various forms some consideration. The time lost in an itinerant program can no longer be justified.

One of the greatest limitations to block therapy in our school system is the problem of space. It is not always possible to schedule, in a crowded school, an intensive time block of therapy because we are alternating space with other disciplines. However, one of the greatest and strongest forces promoting progress in therapy is the fact that with devoted correctionists who are interested and concerned in presenting an effective and interesting speech therapy program suited to the needs of each child, the physical limitations can be minimized.

Dorothy L. Vaill

Dorothy L. Vaill
Supervising Director

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W A N T E D: HEARING IMPAIRED PEN PALS

"Dear Sir:

I am 17 years old - deaf - I am collecting post cards, pictures of film actors, stamps and I want to correspond with deaf persons in the U.S.A. I can correspond in Polish, German and English. Will reply to any letters, from boys or girls.

Signed,
Elizbieta Ceglarz
SZCZECINEK
ul. Zukowa 61/2
Poland"

¹This personal request appeared in the NAD Newsletter, Vol. 4, No 2, April, 1969, p.7.

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SPEECH CORRECTION PROGRAM

During this spring semester two specific types of evaluations are planned to be undertaken within the D.C. public elementary schools:

1. Around May 1st, a team of evaluators (i.e., speech correctionists) will go into elementary schools having "no space" for speech correction service this year, and will evaluate, (a) teacher and other professional referrals, (b) cases on the waiting list and continued active list from June 1968. This will enable us to make referrals for summer clinic service, and will provide current information when we hopefully can again provide service to these specific schools.
2. A statistical report has been compiled on the total number of speech defective cases (active list plus waiting list) for each elementary school serviced during the fall semester. The percentage of speech defectives to the total school population is shown on the report. The national average for speech defectives needing some kind of service is 5% of the total school population. The District of Columbia schools have shown an approximate 6.5% over several years. For schools showing a great variance in percentage, (either very high or very low) an evaluation team of correctionists will survey the school. There are many reasons for a great variance, but if such exists, a school in this category may need more service than another school with the same enrollment, or the situation can be in reverse.

A statistical report on schools being serviced for the second semester will be compiled later during this semester, and those schools indicating a wide variation in percentage will also be surveyed.

HEARING THERAPY PROGRAM

The Speech and Hearing Center in cooperation with the Department of Public Health have completed the hearing screening of specified grades within the D.C. schools.

Hearing Therapy Program...(continued)

A total of 16,213 pupils were screened in 59 elementary schools and four non-public schools.

The results of this screening disclosed that 383 pupils failed this hearing screening. These children were then referred to Gales Audiology Clinic for a more thorough audiological examination.

TITLE I NONPUBLIC SCHOOLS

The second semester in the Catholic Schools has been an active one. Many new and interesting programs have been launched. At Holy Name the Title I Pupil Personnel workers have initiated group activities which help students to succeed academically. An example of this is the after school Homework Study Center which provides a quiet place to study for about forty students. Another such activity is the "Frostig Program" that deals with the development of visual perception for thirty-one kindergarten and first grade children. A Career Sensitivity Training Class has been organized for seventh and eighth grade students to explore a variety of occupations and to study the basic elements of the career decision-making process.

Mrs. Mary Alice Brown (Holy Name) has innovated a pilot project which will study the lives of Negro Saints of the Roman Catholic Church and the lives of historical and Contemporary Afro-Americans who have contributed to the culture of America. This project is designed to give the children new inspiration and self respect by revealing the dignity and contributions of the Afro-American to his country. The ultimate goal of the project is the incorporation of Negro History.

Saints Paul and Augustine is full of "charm" as spring progresses. Twice a week Mrs. Ethel Lee holds self-improvement classes for seventh and eighth grade girls. And Mrs. Judith Cerruti, Speech Correctionist, conducts a public speaking class for the eighth grade students.

Immaculate Conception has a very interesting sex education program for the fifth and sixth graders and Saint Martin boasts of a well run volunteer tutoring program for all levels. The tutors are from the Newman Club of American University. Some of the after school programs at Saint Martin include athletic programs and a drama class conducted by Mr. S. Smith and Mrs. Ethel Newman respectively. All of the programs are needed and are proving to be beneficial to the children involved.

ATTEMPT TO OVERCOME THE LANGUAGE BARRIER

The District of Columbia has a growing Spanish-speaking population which appears to be concentrated in the Mt. Pleasant area. It is estimated that approximately "6,000 to 12,000 Spanish-speaking families live in the District -- the total population may be close to 50,000".¹ An equally large number of Spanish-speaking residents live in the Maryland and Virginia suburbs.

The biggest problem of the Spanish-speaking community is that of making themselves understood in our English-speaking society. In an attempt to somewhat alleviate this language barrier, the Institute of Modern Languages, under contract to the D.C. public school system, is holding evening classes at the Abraham Lincoln Junior High School, 16th and Irving Streets, N.W., in order for the foreign-born District resident to attain a certain degree of proficiency in English.

About 275 adults are enrolled in the classes; however, only about 100 (and not the same 100) students are present each night. Statistics have disclosed that women outnumber men by more than 2 to 1 in attendance but this is because many of the men have night jobs.

The Institute is also operating a program during the regular school day for Spanish-speaking students who are currently attending Lincoln Jr. High School. The Institute maintains that the children learn faster if their parents are also studying English then both parents and children can practice the language at home together. In this way that which has been learned receives greater reinforcement which then results in positive carry-over.

Unfortunately at the end of this school year in June this program will come to a halt because this project is not funded during the summer months. This is unfortunate because a gap of three months is apt to cause these people to forget all they have learned during the school year. Nonetheless, school officials maintain there are no plans to finance the classes during the summer months.

¹ Jacoby, Susan. "City Helps Tumble Language Barrier", Washington Post, Sunday, April 21, 1969.

COUNCIL OF ADULT STUTTERERS

As a result of one year's work, on March 24-28, 1969, The Council of Adult Stutters, in cooperation with WRC-TV (NBC) presented a series of five video-taped half hour television programs about various aspects of stuttering.

This project represents a rather large undertaking since the writing of the scripts, the editing, the casting, the acting, and the directing was solely the responsibility of "amateurs" in the field of television entertainment. The scripts were written and directed by members of the Council; the "actors" included Council members plus other persons who have some affiliation with the field of speech correction. All of the work involved was undertaken on a voluntary part-time basis. A great deal of time and effort went into this project; however, the Council and those connected with the presentation felt that the topic of stuttering is an important area of concern that ought to be brought to the attention of the layman.

It is at this time that the Council wishes to publicly acknowledge the outstanding contributions made by INEZ BRADLEY (Speech Correctionist, D.C. Public Schools), BARRY GUITAR (Speech Correctionist, D.C. Public Schools), DOLORES MINER (Speech Correctionist, D.C. Public Schools) and THOMAS NEWMAN (Teacher, Backus Jr. High School and husband of ETHEL NEWMAN, Speech Correctionist, D.C. Public Schools) which helped to make this project a success.

Future air dates throughout the United States for these five programs for the Education Exchange Television Series are scheduled as follows:

New York, N.Y. -- WNBC-TV, Channel 4, May 19-23, 1969,
6:30 a.m.

Los Angeles, Calif. -- KNBC-TV, Channel 4, June 16-20, 1969,
6:30 a.m.

Chicago, Illinois -- WMAQ-TV, Channel 5, July 14-18, 1969,
6:30 a.m.

In the near future, an educational series of material on stuttering will be developed as a result of these programs. The scripts will be bound in sequential order and will be

Council of Adult Stutterers.. (continued)

accompanied by tape dubbings along with 16mm films of each half hour program. These may be obtained for educational purposes from:

The Council of Adult Stutterers
c/o Speech and Hearing Clinic
The Catholic University of America
Washington, D. C. 20017

If you have had (or will have) an opportunity to view any or all of the programs, the Council would greatly appreciate receiving your comments or questions.

INNOVATIONS IN EDUCATION

Herman Clifford Memorial Scholarship

The D.C. Board of Managers has recently voted to establish a four-year scholarship at the D.C. Teachers College as a memorial tribute to Mr. Herman Clifford, assistant principal at Cardozo High School, who was slain while attempting to prevent a robbery at the school's bank. This scholarship is to be awarded to a deserving graduate of Cardozo High School.

Kimball Drama Club

The Drama Club at Kimball Elementary School is currently a very active extra-curricular activity. There are over seventy "productive" members. The Club meets every Thursday afternoon under the direction of Mrs. Lottie W. Medley, sixth grade teacher and Mrs. Sylvia Glenn, Speech Correctionist. So far this school year, the Club has presented three highly successful productions. At present, the group is looking forward to their spring extravaganza -- "The Wizard of Oz".

Ban I.Q. Tests

The Los Angeles city school system has recently banned the administering of I.Q. tests in the primary grades in an attempt to prevent children from being mislabeled as unintelligent because of a language disability which might impede a child's comprehension of the tests. The unanimous action of the Los Angeles board of Education was based on findings that, in some cases, classroom performance of the child is based on the expectations of his teachers.

Innovations (continued)

Studies have indicated that difficulties with I.Q. tests are most often experienced by members of minority groups who have trouble with English language tests. Other pupils with language disabilities have also been similarly penalized.

This issue received full recognition several months ago when the Educational Issues Coordinating Committee, a group of Mexican-Americans in east Los Angeles, charged that a good many Spanish-speaking children were being assigned low I.Q. scores merely because these children could not adequately read the tests which were written in English.

As a result of a thorough investigation, the Board of Education approved the Administrator's plans to notify all elementary schools in the system that I.Q. testing in the first and second grades would be discontinued. If appropriate tests to determine student "academic ability and achievement" are designed such tests may be administered in the third grade. The administration of reading achievement tests that are required by the State will continue to be administered within the first and second grades.

"Operation First-Chance"

As a result of the adoption of the Handicapped Children's Early Education Assistance Act (P.L. 90-518), HEW has now developed a new program known as "Operation First-Chance". The prime objective of this program is to establish up to 100 model educational programs for handicapped preschoolers.

Statistics have disclosed that

although over five million children suffer physical, emotional, and mental handicaps, probably less than two million currently receive special educational services. This situation is especially acute among handicapped children of preschool age -- the time most critical for a child's development. Recent research indicates that by age four, a child has already developed 50 percent of his total intellectual capacity as an adult. By age eight, he has attained 80 percent of his total adult intellectual capacity.

Innovations ... (continued)

This would indicate that 'the period from birth through the early school years is the best time to attack a child's mental and emotional handicaps.'¹

However, specific programs for preschool handicapped youngsters are just now getting under way. The reason for this educational lag is simply due to a deficit of knowledge concerning successful approaches to the development of preschool programs for the handicapped. And the irony lies in the fact that it is probably less expensive to channel resources toward infancy and early childhood development than to wait and be compelled to provide more costly services in the later years of the handicapped child's life.

The Handicapped Children's Early Education Assistance Act authorizes the Commissioner of Education to make grants or contracts to public and private nonprofit agencies for the purposes of establishing and operating experimental education programs for the mentally retarded, the hard of hearing, the deaf, the speech impaired, the visually handicapped, the seriously emotionally disturbed, the crippled, and for others who come under the classification of exceptional.

This new program also attempts to assist parents. This aspect of P.L. 90-518 is an acknowledgement of the fact that few parents are prepared psychologically as well as financially to assume the sole responsibility of care and treatment of a handicapped child.

One stipulation of this Act is that demonstration projects must be coordinated with local school systems in order to advance development of successful early education programs throughout the state and neighboring areas. In addition, the programs should be arranged to serve as a training not only for children but also for teachers, speech pathologists and audiologists, clinicians, psychologists, physicians, and other similarly concerned professional personnel.

For additional information about the program, write to: Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare, Washington, D. C. 20201.

¹"New Education Program for Handicapped Children May Provide Up to 100 Centers in 1969," Washington Sounds, Vol. III, No. 3, December 18, 1968.

Innovations ... (continued)

National Speech and Hearing Survey

Colorado State University, in cooperation with the U.S. Office of Education, is conducting a national survey to provide a reliable national estimate of the prevalence of speech and hearing disorders in public school children.

The survey has three main purposes: (1) to estimate the prevalence of speech and hearing problems among school children; (2) to furnish school administrators with information upon which to base their needs for professional service programs for speech and hearing handicapped children; and (3) to provide the Office of Education with data on which to evaluate requests for funds to support future research and professional traineeships in speech and hearing.

Schools participating in this survey were selected by a random sampling procedure. It was in this manner that the District of Columbia Public Schools were selected to participate. Petworth Elementary School, MacFarland Junior High School, and Roosevelt Senior High School were the specific schools in which the survey was undertaken. The procedure to be followed in each sample school was to test 384 students; 32 children from each grade level.

The data is being collected by a team of three evaluators in a mobile testing unit. The unit includes two speech testing rooms and one specially constructed sound treated room for testing hearing. This unit moves from school to school. A team coordinator precedes the mobile unit and makes all the final arrangements for testing with each school in the sample. The children to be included within the sample are to be screened for speech and hearing behavior on an individual basis.

In the speech screening procedure, articulation efficiency, voice characteristics, and fluency of production are to be evaluated. The speech rooms are equipped with tape recorders, articulation test equipment, and other supplies necessary for the evaluation.

A pure tone threshold test of auditory function will be administered to each child in the hearing test chamber. An audiometer with calibration equipment is installed in the room.

The first operational phase of this survey began in October, 1967, at which time approximately 6,000 children were seen. According to the director of the program, Dr. Forrest M.

Innovations ... (continued)

Hull of the Colorado State University Department of Hearing and Speech Science, "when the national survey is completed in June 1969, approximately 40,000 school children will have been screened in the 48 states."

Further inquiries about the survey should be addressed to:

Dr. Forrest M. Hull
Project Director
National Speech and Hearing Survey
Department of Hearing and Speech Science
Colorado State University
Fort Collins, Colorado 80521

Census of Hearing Impaired Children

A two-day regional conference on "The Annual Census of Hearing Impaired Children" was held at Gallaudet College on February 18th and 19th. The purpose of this conference and project was to develop procedures for collecting factual data on the characteristics of hearing impaired children. It is hoped that in the near future a central organization whose sole responsibility will be that of collecting data on hearing impaired children will be established. The Speech and Hearing Center has been an active contributor to this project for the past three years.

Educational Opportunities for Hearing Impaired Children

On Saturday, March 1, all of the administrative and supervisory officers and some of the hearing therapists of the Speech and Hearing Center attended a one-day workshop convened by Dr. John A. Sessions of the Board of Education for the purpose of developing significant plans for improving the educational opportunities of children with varying degrees of hearing loss. The current services and their limitations were presented, and the need for more and better services was urged. The professional speech and hearing personnel of the Speech and Hearing Center are well aware that services to children with hearing loss need to be strengthened by better planning, better programs, qualified personnel, adequate facilities (equipment and space) and cooperation with principals and teachers of the non-deafened population. "These children should not be isolated; they should be incorporated into the mainstream of education to the extent that their capabilities permit." It is hoped that

Innovations ... (continued)

from this conference positive steps will be taken to better provide for children with hearing loss.

Information Center for Parents of Hearing Impaired Children

The purpose of the Alexander Graham Bell Association for the Deaf is to promote the teaching of speech and lipreading to children who cannot hear. The Washington Counselling Center for Parents of Hearing-Impaired children provides information and help to families from the entire Metropolitan Washington area. It meets the needs of these parents to find the best possible education for their children and to cope with any other special problems that may occur as a result of their immediate situation. Dr. William S. Anderson is Chairman of the Professional Advisory Board and Mrs. Robert L. Stern is Chairman of the Lay Board. The Center is located at the Bell Association headquarters, 1537 - 35th Street, N. W., Washington, D. C. Interested persons are invited to contact them.

Rubella Epidemic - Past and Future

Research indicates that there are far more children with rubella-caused congenital defects from the 1964 epidemic than was previously supposed. Dr. John L. Sever of the Perinatal Research Branch, National Institute of Neurological Diseases and Stroke contends that a large number of such defective children are still unrecognized and unassisted. This situation is particularly prevalent for children with rather mild or subtle defects such as moderate hearing loss. "The unidentified children will be entering schools next year, and a sufficient number of special education programs will be needed" in order to adequately meet their academic needs.

Unfortunately the rubella epidemic is not a dead issue. Medical investigators have reported that a new outbreak of the disease is expected in 1970 or 1971. Therefore, the federal government and the pharmaceutical industry are racing against time in order to develop, license, and put into use an even more effective vaccine so that the presupposed epidemic may be curtailed. The licensing date is expected to be in the late spring, 1969. Experts predict that the vaccine will be recommended only for children since effects of the live-virus agent have not been thoroughly evaluated in women who might become pregnant soon after immunization. Federal health agents are mapping out plans for a nationwide immunization campaign. The aim is to

Innovations ... (continued)

vaccinate approximately 50 to 70 million children within a five year period. State and local health departments, voluntary health organizations, hospitals, and private physicians will be involved in this rubella immunization project.

Operation Springboard

A model for the development of a statewide program to identify and provide remedial services to preschool deaf children will be demonstrated in nine geographic regions of Indiana. The Indiana Department of Public Instruction, the State Board of Health, and Ball State University will assist the project through the coordination of their services. An advisory committee representing other interested community agencies will also participate in program development and evaluation activities. Activities will include the identification of preschool hearing handicapped children through regional testing and survey programs, the provision of an eight-week summer training program for teachers of the deaf, and the development of special nursery-kindergarten programs for 200 children with severe hearing impairments in selected local school communities. Parental counselling will also be provided by the project staff.

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HALLS OF IVY

University of Maryland

This is a notice to graduate students in Speech and Hearing Science:

1. Effective immediately, The M.A. thesis requirement has been dropped in speech and hearing science. Six hours of course work will be substituted and written examinations will be introduced.
2. You are reminded of the necessity of remaining registered continuously when you have applied for

Halls of Ivy ... (continued)

candidacy until you receive the degree. You may apply for candidacy after you have completed twelve semester hours of work.

Fellowship Program for Teacher Trainers In Early Childhood

During the academic year 1969-1970 the University of Illinois will operate a fellowship program for teacher trainers in early childhood supported by the U.S. Office of Education under the Educational Personnel Development Act. Fellowships will be given to students at the masters and doctoral level who are prepared to work as teachers' educators in the field of Early Childhood Education in public schools.

For detailed information and application forms write to: Dr. Bernard Spodek, Director, Fellowship Program for Teacher Trainers, 805 West Pennsylvania Avenue, University of Illinois, Urbana, Illinois.

University of Connecticut

The Graduate School of the University of Connecticut has authorized the initiation of a Ph.D. program in speech pathology and audiology. The first doctoral students will be admitted in September 1969. Inquiries about the new program should be directed to Gene R. Powers, Professor and Head, Department of Speech, University of Connecticut, Storrs, Connecticut 06268.

Fresno State College

Fresno State College now offers a five year program in the area of communicative disorders. The four year program qualifies a student for the Bachelor of Arts degree within the requirements of the school of Arts and Sciences. By taking graduate courses an additional year a student can meet the requirements for the State restricted credential in Speech and Hearing, standard teaching credential, the credential for Deaf and Severely Hard of Hearing, the certificate of Clinical Competence in Speech Pathology or Audiology awarded by the American Speech and Hearing Association, the certificate in the area of the Deaf awarded by the American Instructors of the Deaf, and

Halls of Ivy ... (continued)

the Master of Arts degree. Upon completion of the graduate requirements, a student is qualified for a position in public schools, in hospitals, community or private clinics.

The College has a well equipped Language, Hearing and Speech Clinic on campus to provide ample opportunities for clinical practice. The affiliations and opportunities for outside clinical practicum include the Valley Children's Hospital, Veteran's Hospital, Grace Community Hospital, Porterville State Hospital and Public and Parochial schools.

The summer program will run from June 16 - July 25 and July 28 - August 29. Additional information may be obtained from Dr. Adam J. Sortini, Chairman, Communicative Disorders, Department of Speech Arts, Fresno State College, Fresno, California 93726.

Summer Programs In Speech Pathology and Audiology

A complete listing of the colleges and universities that are offering courses and/or clinical practicum in speech pathology and audiology at the graduate level during the summer of 1969 is contained in ASHA, Volume Eleven, Number Three, March, 1969, pps. 120-123.

Each entry lists the name of the school, its address, the person to whom further inquiries are to be mailed, and length (in weeks) of the summer session(s).

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STUTTERING WORKSHOP

The D. C. Speech and Hearing Association will sponsor a Workshop on "Modern Concepts in Stuttering Therapy" on Saturday morning, 24 May 1969, to be held at the Main Auditorium on the Gallaudet College campus. (Ample free parking is available).

The Workshop will feature as guest speakers: Robert Mulder, Ph.D., Coordinator of the Speech and Hearing Unit, Division of

Stuttering Workshop...(continued)

Training Programs, Bureau of Education for the Handicapped;
William Simpkins, Jr., M.A., Supervisor of Speech Pathology,
Army Audiology and Speech Center, Walter Reed General Hospital;
and Eugene Walle, Assistant Professor and Director of the Council
of Adult Stutterers, Catholic University of America.

Registration for the Workshop begins at 8:30 a.m., and the
program is planned for 9:00 to 12:00. Refreshments, including
coffee and sweet rolls will be served. Non-members who are
interested in membership in the D. C. Speech and Hearing Association
are especially welcome.

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1969 ANNUAL CONFERENCE OF NAHSA

The National Association of Hearing and Speech Agencies
(NAHSA) will hold its 1969 Annual Conference in Washington, D.C.,
at the Shoreham Hotel on June 18, 19 and 20, 1969. This meeting
marks NAHSA's fiftieth year of service to the communicatively
handicapped.

The overall program for this Anniversary Conference will
revolve around the theme of trends in human communication. An
all inclusive review of the past and present history of hearing,
speech, and language services is scheduled to be presented which
will provide a background for discussion of the role of these
services in the comprehensive health care system of the future.

Participants in this three-day conference will include
speech pathologists, audiologists, teachers of the deaf, oto-
laryngologists, otologists, and persons from other disciplines
related to the fields of hearing, speech, and language.

REX V. NAYLOR, chief of speech pathology, U.S. Naval Hospital, National Naval Medical Center, Bethesda, Maryland.

• **You're teaching a new class** and ask a boy to explain his assignment. He starts to answer, then contorts his face into a grotesque mask, stares miserably out the window, and struggles mightily to say a simple word like *five*. If Bob could talk freely, he might make remarks similar to those two other teen-agers made to a speech pathologist about their stuttering:

"The stuttering is easier to control than the fear."

"I'm the judge, jury, executioner—and the crime."

Fear, guilt, self-punishment—can you as a teacher do something to rescue youngsters like Bob from harboring such self-defeating feelings? If you understand what stuttering is all about, the answer is yes.

We sometimes notice that these children who make such a struggle of talking make unreasonable demands of themselves, especially with regard to their speech. It may even reach the point where Bob tells himself, in effect, "If I can't say it right, I won't say it at all."

As we talk, most of us blunder along calmly, repeating, hesitating, backing and filling, and then going ahead with what we have to say—usually not even aware of these normal disfluencies which occur in the daily speech of all of us. Not so with the person who stutters. When he hears disfluencies in his speech, or even anticipates them, the alarm bells ring, he tenses himself to fight, and in doing so multiplies his difficulties. In Wendell Johnson's whimsical phrase, he hesitates to hesitate.

In large measure, Bob's twisted face, the way he gasps or holds his breath, or repeats the first sound of a word five or ten times, are his battle to control his breaks in fluency and to hide them from his listeners. The irony is that this very struggle to hide his disfluencies literally becomes the stuttering. Where disfluency exceeds what we accept as normal (and a speech pathologist ought to help make that decision), it is much healthier to keep the problem out in the open where it can stay in perspective.



The Child Who Stutters

As long as Bob hates himself in the act of talking, he will probably approach human contacts with mixed feelings of hunger for acceptance and fear of rejection. The more you and others seek him out and listen calmly and matter-of-factly while he stutters, the more reassurance he should feel that he can be liked just as he is.

Once the urge to conceal gets under way, the child has unwittingly committed himself to a process of learning how not to learn. He contrives to dodge the very experiences he needs to mold his behavior gradually into something more acceptable. Especially in the area of speech, and perhaps in other activities, too, the person who stutters often develops an exaggerated intolerance for making mistakes—the

mistakes that are a natural, necessary part of the learning process.

The person who stutters needs practice in making mistakes, rather than practice in talking smoothly, since he knows quite well how to talk smoothly and does so a high percentage of the time. He needs to convince himself, by experience, that he can and should continue to move forward in spite of the errors in his speech, that he needs to leave behind once and for all the conflict so clearly evident in his going-ahead-holding-back way of talking.

With help, Bob can give up the misleading goal of trying not to stutter, and concentrate instead on the real job—that of gradually hammering his stuttering into something more nearly resembling normal dis-

fluency. He can do this only while stuttering. As he learns to risk putting himself before the world just as he is, without apology, he begins to accomplish something even more important than the ability to reshape his contorted way of speaking. He begins to create the social world he wished he could discover.

Thus the treatment of stuttering is a bootstrap operation by which the individual gradually discovers that he is largely responsible for the way others regard him. But as Johnson once said, "It takes two to stutter." The second person in the equation, the listener, can do much to undo stuttering by changing the way he responds to the person who does it. You, as Bob's teacher, are one of the most important listeners he will encounter. How you react can affect him deeply.

We're talking mainly about the child or adolescent who knows he stutters, the one you will most often encounter in the classroom. For the child who's just beginning to stutter but does it with no signs of struggle or who shows little or no apparent concern, we try to use indirect methods. We tend to work primarily through the child's parents (since this child will usually be a preschooler), trying to help them resolve tensions or conflicts that seem to precipitate stuttering, but doing nothing to call the child's attention to his way of talking.

When a child like this shows up in the classroom, you will want to convey your support indirectly. Your own calm, unhurried manner is important, not only for its impact on the child, but for how it influences the reactions of other children in the classroom. As you display warm, outgoing attitudes and an easy verbal give-and-take with those around you, you may contribute immeasurably to the speech of the child who stutters if you can draw him into the conversational circle. If he finds in you only friendly acceptance whether he talks freely or stumbles over his words, he may be able to lose his dawning apprehension about speaking.

Whether the problem is in this primary stage or has developed into the secondary stuttering you observe in Bob, you can see why it is

important for you, the child's parents, and the speech clinician to work together—first, to define the problem clearly, then to work out a coordinated plan to help.

In the early years, prompt action can prevent a child from clinging to the bad feelings that often go with stuttering. When a child's concern about speaking is firmly planted and he is already beginning to hold a distorted view of himself and his world—as in the case of Bob—then you can help directly and without evasion.

There is no point in ignoring Bob's evident anxiety about taking part in classroom routines. Help him express his apprehension and decide how to handle it. The conspiracy of silence that often surrounds stuttering is one of the conditions that keep it going.

You and the speech clinician ought to plan your strategy together before involving Bob. You might begin to talk to Bob alone about his stuttering. Then you can bring one or two of his classmates into the discussion. You can find out whether Bob would prefer to be called on in alphabetical order in the classroom; he'll probably ask to be called on at random, early in the hour, to avoid some of the mounting tension of waiting. Perhaps he will prefer that you keep direct questions to a minimum and invite remarks from anyone in the class instead. That way he can set his own pace. One of the goals of these encounters is simply to give Bob a chance to talk, to help break through any self-imposed isolation.

As soon as the time seems ripe (and again with the agreement of both the speech clinician and Bob), you can introduce the subject of stuttering in the classroom. First you may want to make a casual comment or two yourself after Bob has recited. Then you may decide to invite questions from the class; and finally, with a forewarning each time to Bob, you may ask him on different occasions to tell a little about how he is working on his speech, to demonstrate the different ways he stutters, to explain how other people sometimes react in ways that aren't helpful, and to tell some things the listeners can do to help.

Without singling Bob out too much, you will find numerous ways to draw him casually into more verbal give-and-take in the classroom: taking sides in a debate; counting and announcing the vote in a class election; serving on the party committee; practicing introductions, reporting back as part of a group of two or three on some aspect of a field trip. Probably the best activities at first are those that do not focus too much attention on him and what he says but that make him part of a lively and interested group. A good approach is to look first for the kind of speaking he does with least difficulty and then build from there.

Since stuttering is very much a problem of fear, lead—don't push—the child who stutters. Forcing him to recite is unnecessary cruelty, but pointedly skipping him day after day is not going to help his morale much, either. While you are helping him discover that talking can be a happy adventure, don't neglect the opportunity to help him develop other social skills—abilities that will bring him closer to other people without making unusual demands on his speech and that will offer still other means for breaking out of the solitary confinement he sometimes creates for himself.

Variations in stuttering are rather common. A sudden increase in frequency or severity probably does not signal a permanent change for the worse. More than likely, it indicates that the youngster is temporarily upset by something. Where necessary, you may find ways to ease the tension, but don't offer sympathy to the child who seems ready for a little more toughening. Instead, cheer him on with a comment such as, "That's great. You're really wrestling with it now. Keep going."

Be ready when the clinician asks Bob to stutter on purpose. He may even ask him to exaggerate and prolong his stuttering in order to give himself more time to change the unnecessary things he does, such as blinking his eyes, holding his breath, or jamming his tongue against the roof of his mouth.

The goal, remember, is not to stop stuttering; it's not even to stutter

less frequently. Your advice to Bob might be quite literally, "Stutter more. Stutter until you are calm. Stutter until you are relaxed. Stutter until you can shape the stuttering into normal disfluency, until the impulse to stutter is gone."

Out of this approach, Bob should gradually gain increasing self-respect, single-mindedness, and the peace of mind that comes with giving up the pretense of fluency and saying instead, "Yes, I stutter and I'm doing something about it." Out of it, too, comes an increasing desensitization of the alarm system that triggers anxiety, embarrassment, and more stuttering.

In view of Bob's struggles he, and we, must feel at times that he is in the grip of some mysterious force and that he can no more control his stuttering than he can slow the rate of his heartbeat. But experience in the speech clinic soon proves that this is not the case. The person who stutters can modify his stuttering, intensify it, prolong it, shorten it, pound it into a new shape as if it were a piece of clay. And though it may not be easy, he can—indeed, must—also change the emotional turmoil that often goes with stuttering, for otherwise the job will be only half finished.

Don't try to evoke deep-seated feelings that don't exist, but Bob may need an outlet for pent-up frustrations. At times he may envy the smoothly flowing speech of others and think bitterly, "Why do I have to be this way?" He can be guided to hate his habit of running away and to resent his fears without hating himself as a person or giving in to a feeling of helplessness. He can discard the cringing attitude that may have tempted him to approach people as if to say, "Please like me."

"Mild" stuttering may indicate denial, refusal to deal directly with the problem. The person for whom stuttering is most traumatic is often the one who works hardest to keep it under cover. His battles are fought in secret, and he is most upset when the effort to conceal breaks down and the stuttering shows through in spite of his desperate struggle to hide it. Thus, it does no good to participate in his sometimes ridiculous and pathetic

masquerade that he does not stutter, or at least that if he only tries hard enough, he won't.

You can help Bob make the distinction between a Stutterer and a person who sometimes stutters. The latter may also drive a car, excel at mathematics, and play a great game of tennis. A Stutterer never does any of these other things; all he does is stutter.

What are some of the things you might be tempted to do which would only make it harder for the person who stutters?

- Don't wait for him to finish a word. Run to the rescue and say it for him; that way he'll know what a sympathetic person you are. (But he'll never know whether he could have said it without your help.)

- Tell him to slow down and take it easy. (He's heard that one only 3,714 times before, so this time it might work.)

- Tell him to take a deep breath before he talks. (Do you?)

- Tell him to think about what he wants to say before he says it (Yes, shouldn't everybody? But chances are more than good that he knows precisely what he wants to say.)

- Tell him to snap his fingers or pause or tap with his foot or say "Uh" before "difficult" words or count to five or talk in time with a metronome. (All of these should be very helpful in raising his anxiety level by letting him know in a subtle way that you can't stand to listen to stuttering.)

- Praise him to the skies whenever he talks without stuttering. (Now he knows for sure you'll never praise him for trying to wrestle openly with his stuttering until he can master it; now he knows how you feel when he *does* stutter, and he'll work harder than ever to keep it under cover.)

How can you decide when to protect Bob from competition with his classmates and when to encourage him to dive into the fray? The teacher who overprotects feeds the child's tendency to pull into his shell. True, the child who stutters severely needs a little sheltering, but he also needs the bracing support of continual challenge.

That challenge, carefully geared to what he is ready to handle, says

in effect that others feel no special urgency to shelter him (we all need *some* sheltering), that they have confidence in his ability to fight his own battles, that they are willing to risk seeing him "fail," since that "failure" will surely be a partial success if only because he was bold enough to make the attempt. The slow shaping of character and courage is more fundamental than are the daily ups and downs.

As you set out to help Bob develop a new set of attitudes, you might take inventory of your own feelings. Can you listen to him without betraying impatience or uneasiness? Can you calmly look him in the eye as he struggles? Do you feel a surge of pity that shows in your face and that moves you to shield him from normal competition? Do you yield to the temptation to supply the needed word? Are you afraid of doing something that will make the stuttering worse? Are you afraid the other children might "pick it up"?

Consider whether you can afford to admit to some of the irritation that stuttering creates for the listener, while at the same time you learn a little better how frustrating it can be for Bob. Perhaps you can say to him, "Stuttering *does* get in the way, doesn't it? I'll have to admit it gets under my skin sometimes. But I really admire you for keeping the problem out in the open like this where you can work on it. Keep up the good work."

You're saying to Bob, in effect, "Better that we should suffer this minor irritation together than that you should continue developing self-destructive attitudes. Better that we should climb this molehill before it becomes a phony mountain."

Stuttering is shaped by those who do it and by those who listen to it. How do *you* respond to the person who stutters? •

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The preceding article appears in this issue of THE
VOICE BOX with the permission of the author, Dr. Rex V. Naylor,
in hopes that after reading this selection those persons who are
actively engaged in speech correction with children who stutter
would kindly forward their comments about the article to him.
Dr. Naylor is greatly interested in learning whether or not you
find any of the ideas suggested in the article useful in your
work. Please forward your comments to:

Dr. Rex V. Naylor
Chief, Speech Pathology
Building 7
United States Naval Hospital
Bethesda, Maryland 20014
Phone Number: 295-0158

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V A N C L I B U R N

On Sunday afternoon, May 4, 1969, The Alexander Graham
Bell Association, under the patronage of Mrs. Ralph W. Yarborough
and Mrs. John G. Tower, will hold a benefit concert for the
Washington Counselling Center for Parents of Hearing Impaired
Children. The concert is to be held at Constitution Hall, at 3 p.m.
Van Cliburn is scheduled to be the guest performer. Inquiries
concerning tickets and benefit information may be obtained by
calling 338-2699.

THE SCHOLAR'S CORNER

Malloy, S. M., Sister Mary Daniel. Classroom Correction of Articulatory Defects. Unpublished Master's dissertation, Catholic University of America, 1957.

The purpose of this study was to determine if minor "functional" articulatory defects could be corrected "efficiently and effectively" by the classroom teacher within the normal classroom setting. The author of this study felt a definite need for this specific type of research because there is not only an absence of organized speech programs, but also a lack of trained speech therapists within the Catholic parochial schools. Because of the paucity of personnel within this area of specialization it goes without saying that along with everything else, the classroom teacher is responsible for "teaching the techniques and skills of good speech and . . . trying to cope with and correct the speech defects encountered in the course of daily teaching" The study therefore attempts to demonstrate that the classroom teacher with a basic training in speech correction can confidently undertake the work of speech education, especially "the correction of minor articulatory defects which constitute the majority of speech defects among school children". The author further contends that if the classroom teacher would attempt to undertake some facet of speech assistance with the so-called "minor cases" then some type of speech corrective help would be made available to all children with defective speech,

The Scholar's Corner ... (continued)

especially since many of these minor speech cases have been denied structured speech correction due to the degree of severity of the existing problem. A similar situation exists where the actual absence of a qualified speech correctionist within the physical atmosphere of the school is the cause for no speech correction services being made available to any of the children, devoid of the extent of the existing problem. Therefore, this study purports to "help and encourage" the classroom teacher in two ways: (1) by demonstrating that "minor functional articulatory disorders can be corrected under ordinary classroom conditions"; and (2) by presenting some actual lesson plans that can be used effectively in the classroom situation.

The author includes some very explicit definitions for the terms "functional" and "articulatory defects". She then proceeds to present the reader with a very detailed and extremely meaningful explanation of the functionability of "speech therapy" within the classroom on both an individual and group basis.

In order to prove or disprove the validity of the hypothesis of this study, the author proceeded to test the speech of sixty teacher-referred pupils in seven parochial schools in the District of Columbia. On the basis of the results of this speech screening, twenty first grade children with minor articulatory defects were given a series of ten lessons by a classroom teacher under classroom conditions for the purpose of

The Scholar's Corner ... (continued)

determining whether or not these minor functional articulatory defects could be corrected in a classroom situation. Before the lessons began each child was given an initial speech test; sometime during the course of the lessons the children were given individual audiometric tests; at the end of the ten structured lessons (which are contained within the appendices of this thesis) a final speech test (identical to the one given in the beginning) was administered to each participating child.

According to the author, the findings of this study demonstrated that a group of twenty (or twenty-five) children with minor articulation defects could be taught "efficiently and effectively" as an entire group or class. "The conditions under which the teaching would actually take place would be the same conditions under which the teaching in this study was done -- classroom situation, 'classroom teacher', classroom techniques."

Aside from the excellent presentation and recording of the actual mechanics involved in this master's project, I felt that this thesis had an extremely valid and noteworthy finding to report and that was

One therapist could give a number of classroom teachers a basic course in the methods of speech correction. Children having minor articulatory defects could be taught in large groups by these teachers, leaving the trained therapist free to handle the more serious speech cases. Such an arrangement, the details of which would have to be worked out in each specific situation, would provide help for many children who are now neglected.

The Scholar's Corner ... (continued)

Not only is this a good example of a well-constructed and well written research project but also it is a thesis which presents a very noteworthy and thought-provoking topic for conjecture, whose findings have disclosed some very important results worthy of some serious consideration.

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CONSUMER EDUCATION DEPARTMENT

Safeway Stores, Inc., recently announced the formation of a Consumer Education Department for the Washington Division. According to Mr. Basil M. Winstead, Division Manager and Vice President of Safeway Stores, Inc., the purpose of this Department is to assist schools and various organizations in educating consumers in the wise expenditure of money. At present this pilot program operates solely within the District of Columbia Public School System but rapid extension into the surrounding metropolitan area appears likely, with eventual expansion to cover the entire United States.

Mrs. Evelyn C. Backer, Consumer Consultant, works with the District of Columbia public junior and senior high schools providing classroom demonstrations regarding basic principles of food economics, nutrition, and food dollar budgeting. Store demonstrations and tours of the vast Safeway plant are scheduled.

Today the consumer wants to know what he is getting for his dollar. The time to learn shopping techniques is at the school-age level. In addition to audio-visual aids and vocabulary building for the market place, there are excellent flip boards with the theme, "Wise Use of the Food Dollar". Mrs. Backer states that the colorful materials possess many possibilities for use in speech correction procedures.

For further information, please contact Mrs. Catherine M. Leidecker.

THE SPOKEN WORD

Students come to school to learn. And what is more basic to all education than a solid grasp of standard English? To read well and write effectively presupposes a fundamental control of language and speech. Lacking this, a child is denied the full possibilities of education, social mobility, and job opportunity.

It is a truism that we accept the child as he is. But should we leave him there? Should we not accept the child and his present speech patterns but also lead him forward by providing him with wider opportunities through knowledge and facility in the use of standard English?

All peoples in our country use dialects native to their regions, but the one commonbinding pattern, used by most of the educated persons, is Standard American English. Failure to acquire this pattern leads to failure in reading, possible learning disabilities, difficulty in communicating with other groups, barriers to careers, and isolation from the mainstream of society.

The classroom teacher is the overall source of learning for the student, but more and more it is being realized that the student needs and welcomes the help of "specialists". It has been proven that if a specific time is provided to focus on speech itself, to practice listening skills, and to gain facility in communication, rather than creating a harmful or damaging situation the child actually benefits from such exposure, and in so doing, he then becomes better equipped for the competitive world of reality. In this instance, the child absorbs formal English -- the language of school and learning-- while his original dialect is still available for informal use.

The Speech and Hearing Center maintains a flexible program based upon the needs evidenced within a particular school. In general, these observable needs usually include the development of listening skills, awareness of the speech mechanism and its use, practice in the production of speech sounds, attention to the sound of the voice itself, and the enlistment of the teacher in an active program of speech awareness and growth.

Catherine M. Leidecker
Assistant Director

" S P C T L I G H T "

WHY DO WE TEACH SPEECH TO CHILDREN ? *

We know that some day they must apply for a job, and we know that on that day their ability and intelligence will be estimated partially on the basis of speech patterns. So we teach speech to broaden employment opportunities.

We know that children need an education in order to function effectively as citizens of a democracy. We also know that much of the quality of their education will depend on their ability to read and recent research indicates a strong correlation between the ability to read and speech patterns used by the child. So we teach speech to facilitate reading.

We know that the purpose of speaking is communication. We also know that the speech patterns which many children bring to school with them are adequate only for communication with a small part of the population. So we teach speech to facilitate communication with more of the population.

What we teach to children as "good speech" is really standard speech or cultivated American English". Kenyon and

* This is the introduction to the handbook entitled Toward Better Speech in the Classroom which was compiled by the following committee of D.C. public school speech correctionists: Frankie J. Allen, Andrea H. Beck, Claire Calvert, Barbara Johnson, Bette K. Freeman, Mariam R. Peckross, Brenda S. Valentine, Frances Thornton, Jacqueline Unger, Loretta K. Young, and Marion T. Reddick, Assistant Director. This handbook was printed by the Speech and Hearing Center in the early spring of 1966.

Spotlight...(continued)

Knott, foremost authorities on American pronunciation, recognize three main regional divisions of standard speech, e.g. northern, southern and eastern as well as several subdivisions such as southeastern, etc. Thus the word "standard" really means "regional standard". Washington belongs to the southern area, and the speech of a native of Washington will probably be southern standard. Of course, the speech of children who have come to Washington from other areas will, and should, reflect the standard speech of their area. Some confusion exists regarding the difference between "southern" or "northern" accents and southern or northern standard speech. Detailed analysis of a specific regional pattern can be found in any good phonetics text. It will suffice it to say that any speech which is characterized by vowel distortions, missing or distorted endings, or sound substitutions can be considered substandard.

The process of teaching "standard speech" is often called speech improvement. However, speech improvement is more than just the teaching of standard speech. Speech improvement can be defined as "systematic instruction in oral communication which is designed to develop the communication abilities of children, thus enabling all of them to be capable of using standard speech and of expressing their ideas effectively." This definition implies that the child will be taught the essentials of standard speech and will then practice as he has

Spotlight ..(continued)

been taught in various structured situations. For example, he will be taught how to produce the "th"; he will practice saying words which contain the sound; then he will be given the opportunity to use these words in a specifically structured speech situation. Finally, he will be given the opportunity to use the sound correctly in spontaneous situations. Speech improvement is not the teaching of grammar, nor is it a subject to be studied from a book. In order to learn to speak well, the child must practice speaking.

What should the classroom teacher do to improve the speech of her children? Sometimes, the teacher will seek help from the building speech correctionist. In that case, the classroom teacher need only to listen and react to the speech correctionist's demonstration lesson, provide additional structured opportunities for practice (some of which will be suggested by the speech correctionist) and enforce the use of newly acquired skills during the communication process in the classroom. When the speech correctionist is not available, then the classroom teacher must carry out the program alone. The classroom teacher will need to:

1. Evaluate the speech of her class to determine how and if it varies from standard speech.
2. Provide structured opportunities for drill and practice of new skills.
3. Teach systematic lessons as necessary to enable

Spotlight ..(continued)

the children to use standard speech.

4. Enforce the use of new skills in classroom communication.

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OUTSTANDING YOUNG MAN OF AMERICA

Albert T. Pimentel, Executive Director of the Registry of Interpreters for the Deaf, Washington, D.C., has been selected one of the "Outstanding Young Men of America" and his name will appear in the 1969 edition of Outstanding Young Men of America.

Outstanding Young Men of America is a project of the Outstanding Americans Foundation, a non-profit foundation honoring prominent young Americans. A Board of Advisory Editors selects the young men to be included. The 1969 edition of the book is scheduled for publication in May.

Since 1967, Albert Pimentel has been Executive Director of the Registry of Interpreters for the Deaf, 2025 Eye Street, N.W., Washington, D. C. The Registry, operating under a federal grant to the National Association of the Deaf, is concerned with the setting up of a nation-wide listing of persons with and without hearing who interpret for deaf individuals in legal, educational, cultural and other settings. The program also assists in the training of personnel who desire to become interpreters for the deaf.

Prior to his present position, Mr. Pimentel was a school psychologist at the Tennessee School for the Deaf, and a lecturer in psychology at the University of Tennessee. He has also been an educational specialist at the Porterville, California State Hospital and a teacher at the Louisiana State School for the Deaf, Baton Rouge.

Mr. Pimentel is a member of the Professional Workers with the Adult Deaf, of which he is National Treasurer; the National Association of the Deaf, of which he is a Board member; the Gallaudet College Alumni Association; and the Alpha Sigma Pi Fraternity.

OPINION PLEASE

by

Barry Guitar

In every school some teacher is convinced that the speech correctionist has an extremely "favorable" position. It seems to such a teacher that the fewer children you work with, the "easier" your job must be. Other teachers better understand the nature of the correctionist's work — that what it lacks in numbers of students it makes up for in more precise and skillfull dealing with smaller groups. Incomparable as the jobs are, someone is always comparing them. Nowhere is comparison more invited than where there are separate pay scales which indicates a salary difference between the public school classroom teacher and the public school speech correctionist. Do they deserve it?

GINA HIRSCH:

"Different saleries would be unfair unless therapists had Master's degrees. If the therapist had more education than the classroom teacher [i.e. a higher degree] then, the therapist would deserve higher pay. Of course I personally would love to get more money, but if I look at it objectively I can't say the therapist with Master's degree deserves more than the teacher with the Master's. Although you can't closely compare therapy and classroom teaching, it seems the therapist gets a break by having less homework and not so much pressure from so many children at [one time]."

DELORES MINER:

"At first glance it looks like the therapist has more specialized knowledge than the teacher and would deserve more money. But the teacher has specialized knowledge, too, and to pay the therapist more would be fair only if she had additional education at the Master's level.

Classroom teachers are really doing a fantastic job and the

Opinion Please (continued)

therapist probably works no harder if she is servicing just one school. However, when the therapist has three schools, the work load is greater. Even though the therapist works with smaller groups, she must always be working at full tilt, completely involved all the time, unlike the teacher who may be able to put on a record or let a class read when she is tired. Although the therapist has the reward of seeing such cases as children with delayed speech make much progress, she must bear the frustration of lateral lispers who can go on lisping forever. It balances out."

MARY GILLIAM:

"If there were to be a salary difference it would be fair only if the therapist had more education. The speech therapist works at least as hard as the classroom teacher, although I've heard teachers say "Boy they i.e. the speech correctionists have it made... they don't have thirty-five children." Our job requires special skills in individualized therapeutic instruction such as exercises for the lip and tongue and building self-confidence, etc. In many ways the therapist works harder than the classroom teacher, for example, periods are shorter, therefore it is necessary to stop and start a new routine more often...."

CHERRIE WILLIAMS:

"I used to work in South Carolina where the therapists were paid more, although a little of that "extra" went for travel from school to school. Classroom teachers probably didn't know we were paid more; they never said anything about it. I feel that with the Master's degree we deserve more pay."

In addition, speech therapy is a paramedical field and courses, therefore, are considerably harder. Being in a classroom would drive me mad, but our work is tough because it's a constant thing. We have classes back to back without a let-up. And classroom teachers don't have to put up with a room five feet wide without chairs in it! But classroom teachers are very co-operative. They know what I'm doing and they help me get it done."

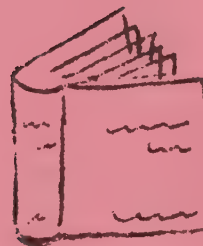
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MEMORIAL PRESENTATION

On March 27, 1969, a wall plaque in memory of R. Edwin Shutts, Ph.D. was presented to the Army Audiology and Speech Center, Forest Glen Section of Walter Reed Army Medical Center. Dr. Shutts was one of the founders and an active member of the D.C. Speech and Hearing Association. Following the memorial presentation an open house was held for the members of the D.C. Speech and Hearing Association.



IN THE BOOKCASE



Lenneberg, Eric H., "Understanding Language Without Ability to Speak: A Case Report," Journal of Abnormal and Social Psychology (December 1962), pp. 419-425.

Infants random babbling is generally considered to play a major role in the acquisition and development of language. However, this study, along with other similar clinical material, causes psychologists and speech authorities to review the theoretical formulations concerning the role of babbling and echoic responses which are supposed to be necessary for the acquisition of language and to further review the relationship between understanding and speaking a specific language.

The case in question is a child who is "typical of a large group of children with deficits in their motor execution of language skills but who can understand language even in the total absence of articulation." He is an 8-year-old boy who has a congenital disability for the acquisition of motor speech skills (anarthria) which, however, has not impaired his ability to understand language.

A very complete and precise medical history of pre-natal and post-natal conditions was included within the article. The family history, which was also extremely explanatory, was noncontributory. Physical and laboratory examinations were undertaken when the child was first brought to a neurological service, with the chief complaint as "failure to develop speech." The child was then 3 years and 9 months of age. Psychological tests have been administered periodically. At his most recent test, no evidence of "organic deficits" was obtained although some immaturity in his drawing was noted. The author further noted that the child is slightly retarded in his mental development, but the "deficit is definitely in the educable range and cannot explain his inability to speak." And from the patient's first visit to the clinic it had been obvious that he had a normal and adequate understanding of spoken language.

The hospital's clinical diagnosis "does not explain the absence of motor speech." The two most common causes for the deficit, "peripheral deafness and severe emotional disturbance," were readily ruled out on clinical evidence. Some authorities would classify this patient as having "congenital or developmental motor aphasia." However, Lenneberg is not in favor of this classification on "terminological grounds." He then goes on to very admirably explain his interpretation of "aphasia." He feels that the most important reason for rejecting the term "aphasia" for cases such as the one sighted

Bookcase ... (continued)

is that aphasia has traditionally been applied to "cortical and sub-cortical lesions." The present case, however, gives every indication of "an abnormality on a lower level, probably mesencephalic . . ."

The case reported here clearly indicated that "hearing oneself babble is not a necessary factor in the acquisition of understanding." However, there is clear evidence that speaking is ever present in the absence of understanding.

In conclusion, this case, along with the language deficit in certain Mongoloids, clearly shows that babbling (i.e., hearing oneself talk) and imitation are neither sufficient nor necessary factors in the acquisition of grammar and since the motor skills alone are never shaped into "speaking without grammar" (i.e., parroting without understanding) the author concludes that the present theories are inadequate.

My over-all impression of this article can be summed up in one word -- excellent! The manner in which the case report was presented was perhaps one of the most detailed and informative histories that I have had the opportunity to read thusfar. The fact that the author did not use a great deal of highly technical and/or medical terminology was another outstanding feature of this article. The style in which the material is presented permits the reader to assimilate and absorb the information with ease and fluency. But I believe that the most outstanding feature of this article is the fact that such an excellent and all-conclusive coverage of a speech disorder should appear in a journal of psychology!

Magary, James F., and Eichorn, John R. (ed.), The Exceptional Child, New York: Holt, Rinehart and Winston, Inc., 1960.

The emphasis of this text is on the "child who has a handicap" rather than on the "handicapped child", because the editors believe that it is the INDIVIDUALITY of each child who is exceptional that requires stress. This text further emphasizes that children who are exceptional often have handicaps whose treatment requires "multiple" understanding. Therefore, there are many chapters within this text which could be directly applicable to the "child who has a handicap."

Bookcase .. (continued)

The educator of today can no longer be an expert on all aspects of education. Hurrah! This text is therefore a co-operative endeavor--this text is comprised of writings of specialists in education, psychology, social work, and medicine. The editors feel that the common bond of the various selections is that each contributes to our better understanding of children who are exceptional.

One chapter within this book is devoted to the child who is culturally handicapped and another chapter to the child who is educationally retarded. The editors are of the opinion that these two groups of children are often omitted from survey courses in the area of exceptional children. And the editors feel that these children require special consideration.

One limitation of a book of this kind is the inevitable lack of uniformity in the frame of reference, style, and vocabulary of different writers. The editors have therefore prefaced each chapter and each selection with material aimed at providing continuity and clarification.

Criteria used in selecting the materials included within this text were as follows: (1) competent expression of an important view or trend in education, rehabilitation, or psychology of exceptional children; (2) contributions to the classroom teacher's understanding of exceptional children; (3) clarity, brevity, and other stylistic considerations.

Bookcase .. (continued)

For a large number of reasons--philosophical, scientific, technological, educational--our society has been shifting from a 'back room' conception of the handicapped, is moving out of a 'parking lot' attitude toward him, and is committing itself to seeing that the child with a handicap is enabled to learn as well as he can, is enabled to contribute at least to his own maintenance as much as possible and is helped to become as fully as possible, a personally adequate and adjusted person.

I was thoroughly impressed with this text. It was well written and seemed to touch upon the most pertinent areas. I was further impressed with this text because the editors openly admitted that the "educator of today can no longer be an expert on all aspects of education." And therefore, various specialists in related fields have very adequately made some worthwhile contributions within this text.

In conclusion, I highly recommend this text to those persons who harbor any interest in further acquainting themselves with the "child who has a handicap."

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SUGGESTED READING MATTER

1. Crickmay, Marie C., Speech Therapy and the Bobath Approach to Cerebral Palsy. Illinois: Charles C. Thomas Publisher, 1966.
2. Herdon, J., The Advanced Theory of Language as Choice and Chance. New York: Springer, 1966.
3. Pannbacker, Mary, "A Speech Pathologist Looks at Learning Disabilities." Journal of Learning Disabilities, Vol. 1, No. 7, July 1968, p. 403.

4. Watson, Thomas J., The Education of Hearing Handicapped Children. Illinois: Charles C. Thomas, 1967.

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A VISIT TO KENNEDY INSTITUTE

On Tuesday, March 11, the Sisters of Immaculate Conception, Holy Comforter and Holy Name, the Pupil Personnel workers and I had the pleasure of being invited to spend the day at the Kennedy Institute.

We were told that the Institute has an enrollment of 106 children, ranging in class equivalents from pre-primary through high school. Categorically these children are classified as educable mentally retarded. Some of these children also have emotional problems.

In order to observe all the classes in session we were divided into groups of four and/or five persons each. The most impressive feature of our visit was the apparent happiness of the children that permeated within each small class we had the opportunity to visit. And we were equally impressed by the warmth and the patience of the Sisters who taught the children and who were undoubtedly responsible for creating such a pleasant atmosphere within this school.

Of all the classes I observed I was particularly impressed with the Mother and Baby Care class which was taught to the high school girls by the school's full-time registered nurse. I was also impressed with the productive Sewing Class and the fascinating Ceramics Workshop. (For those of you who are interested in purchasing some lovely ceramic items I would suggest that you visit this workshop or make note of the annual Kennedy Institute Christmas Bazaar.)

And then, regrettably, it was time to leave. I cannot begin to tell you what an enlightening and rewarding experience my trip to the Kennedy Institute was. I can only say that I sincerely hope that sometime in the future I am invited to return.

Judy Cerutti
Speech Correctionist
Title I Nonpublic Schools

SUMMER EMPLOYMENT:-- SHADY TRAILS CAMP

Shady Trails Camp is the Speech and Hearing Camp sponsored by the University of Michigan. This summer marks the camp's 38th session. The camp is scheduled to run from June 23 through August 23, 1969. Internships in speech therapy are made available to qualified graduate students who hold a Bachelor's degree. Speech therapy experience is obtained while working with the "campers" in an intensive, residential program in which structured therapy sessions are combined with activities of daily living. The "campers" selected to attend are comprised of referrals of boys and young men with speech problems, ranging in ages from eight through twenty-one inclusive. The camp program provides for a detailed study of clinical cases and the administration of structured speech correction sessions. Time is provided in the camp's daily schedule for lectures and discussion periods that are conducted by outstanding clinical authorities who visit the camp each summer. The camp meets expenses of tuition, room and board, plus a substantial cash stipend. Additional information may be obtained by writing to David Prins, Director, University Speech and Hearing Camp, 1111 Catherine Street, Ann Arbor, Michigan.

I M P O R T A N T N O T I C E

NATIONAL EXAMINATIONS IN SPEECH PATHOLOGY AND AUDIOLOGY-OCTOBER 11, 1969

The second 1969 administration of the National Examinations in Speech Pathology and Audiology (NESPA) will be October 11, 1969. In order for an applicant to be considered for the NESPA on this date, his completed application must be received in the National Office no later than June 20, 1969. This examination is only open to approved applicants for certification under the current standards.

The October NESPA should not be confused with the Special 1969 Examination which will be administered on the same date. The Special 1969 Examination is only open to eligible pre-1965 Members.

Contributions to THE VOICE BOX are always greatly appreciated. Therefore, you are invited to forward your articles to:

Rita Lee Berman, Editor
Speech and Hearing Center
D.C. Public Schools
Presidential Building
415 - 12th Street, N. W., Room 802
Washington, D. C. 20004

The deadline date for the submission of articles to be included within the next issue of THE VOICE BOX is May 28, 1969.

Thank you for your interest and cooperation.

A handwritten signature in cursive script that reads "Rita Lee Berman". The signature is fluid and elegant, with the first letters of each word being capitalized and prominent.

Rita Lee Berman
Editor

Contributions to THE VOICE BOX are always greatly appreciated. Therefore, you are invited to forward your articles to:

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Rita Lee Berman
Editor

ESEA TITLE III PROPOSAL

The Superintendent is submitting to the Board of Education for approval a proposal for funding for \$22,319 under ESEA, Title III, Education of the Handicapped. The proposal, "Comprehensive Education for Multiply-Handicapped Deaf Children" submitted by the Kendall School, has been approved by the ESEA Title III State Advisory Council and has the endorsement of the Department of Special Education and the Advisory Council on Special Education.

The Title III State Advisory Council approved the proposal at its meeting on March 5, 1969. A copy of the proposal is attached.

The Superintendent recommends approval of the proposal, "Comprehensive Education for Multiply-Handicapped Deaf Children". He further recommends that copies be sent to the D. C. Mayor-Commissioner and the D. C. Personnel Office and D. C. Budget Office for their information.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
ABSTRACT: TITLE III PROPOSAL

Project: Comprehensive Education for Multiply-Handicapped Deaf Children

Funds Requested: \$22,319

Project Period: March 20, 1969 - June 30, 1969

Abstract:

Kendall School for the Deaf is located on the campus of Gallaudet College in Washington, D.C. For over a century, Kendall School has provided educational services to deaf children in the Washington Metropolitan Area. The school building is a modern educational facility completed in 1961. The current total population of Kendall is 190, with an educational and administrative staff of 35, and special service personnel in the areas of social work, audiology, speech development, programmed instruction and media services. Classrooms at Kendall are equipped with E.F.I. auditory training units, an overhead projector and screens, projectors for films, filmstrips and slides. Teachers have access to polaroid and movie cameras, media production equipment, a catalogued library of filmstrips, slides, transparencies and captioned films for classroom use, as well as a well-equipped library, also available to students, and a professional library greatly enhanced by immediate access to the Gallaudet College library.

Presently enrolled at Kendall School are 30 children, ranging in age from 5 to 10 years, who meet the classification as multiply-handicapped deaf children. In addition to their hearing impairment, these children have severe brain damage with seizures, cerebral palsy, mental retardation, emotional problems and learning disabilities.

This proposal would make it possible to utilize the full experience and facilities of the Kendall School and staff in adequately meeting the needs of these children and at the same time in developing curriculum guidelines for the education of multiply-handicapped deaf children.

The project will provide for:

1. conducting a pilot program in the development of curriculum guidelines for the multiply-handicapped deaf child;
2. developing close coordination between children's homes and the school to help facilitate communication between parents and teachers, to implement teacher recommendations for educational activities in the home, and to improve communication between parents and their children;
3. attempting to improve the coordination and body movements skills of the children, particularly those with cerebral palsy involvement, through the utilization of physical therapy.

The first objective will be achieved through the employment of an educational specialist who will observe and document daily classroom activities. From these observations and documentations the eventual formulation of guidelines for teacher techniques will be derived.

The second objective will be achieved by securing the full-time services of a trained social worker who will work with the children in the project and also conduct home visits. In addition to considering the responsiveness of the families to the educational efforts in the home, the social worker will serve as a liaison between school and home.

A trained physical therapist will be hired full-time to work with children on an individual and group basis. The therapist will determine the therapy program for each child, utilizing the facilities of the Kendall School gymnasium and the Gallaudet swimming pool.

Public Schools of the District of Columbia
Division of Planning, Innovation and Research
ESEA Title III Unit

ESEA TITLE III PROPOSAL
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)

A ☒ INITIAL APPLICATION FOR TITLE III GRANT

B ☐ RESUBMISSION

C ☐ APPLICATION FOR CONTINUATION GRANT

D ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE PROJECT NUMBER

3. MAJOR DESCRIPTION OF PROJECT: (Check one only)

A ☒ INNOVATIVE C ☐ ADAPTIVE

B ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY (Check one or more)

A ☒ PLANNING OF PROGRAM

C ☒ CONDUCTING PILOT ACTIVITIES

E ☐ CONSTRUCTING

B ☐ PLANNING OF CONSTRUCTION

D ☐ OPERATION OF PROGRAM

F ☐ REMODELING

5. PROJECT TITLE (5 Words or Less)

Comprehensive Education For Multiply-Handicapped Deaf Children

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

A comprehensive approach to the special educational problems of multiply-handicapped deaf children, including: initial development of curriculum guidelines to standardize the educational process for them, involvement of the home in educational remediation, development of the utilization of physical therapy and therapeutic recreation.

7. NAME OF APPLICANT (Local Education Agency)

Kendall School for the Deaf
Gallaudet College

8. ADDRESS (Number, Street, City, State, Zip Code)

7th and Florida Avenues, N. E.
Washington, D. C., 20002

9. NAME OF PROJECT DIRECTOR

Thomas R. Behrens, Ph.D.

10. ADDRESS (Number, Street, City, State, Zip Code)

7th and Florida Avenues, N. E.
Washington, D. C., 20002

PHONE NUMBER

543-9515

ext. 350

AREA CODE

202

Date Submitted:

(Revised proposal - March 1, 1969)

SECTION A - Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED 1 B. TOTAL NUMBER OF LEA'S SERVED 1 C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 880,000	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED <div style="text-align: right;">\$ 2,717 (Kendall School)</div>
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SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		March, 1969	June, 1969	\$ 22,319
B.	Application for First Continuation Grant				\$
C.	Application for Second Continuation Grant				\$
D.	Total Title III Funds				\$ 22,319
E.	End of Budget Period Report				

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A	Type of function (Check applicable boxes)		
	1. <input type="checkbox"/> REMODELING OF FACILITIES	2. <input type="checkbox"/> LEASING OF FACILITIES	3. <input type="checkbox"/> ACQUISITION OF FACILITIES
	4. <input type="checkbox"/> CONSTRUCTION OF FACILITIES	5. <input type="checkbox"/> ACQUISITION OF BUILT-IN EQUIPMENT	

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY \$
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SECTION C - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.		PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT	
A	School Enrollment in Geographic Area Served	(1) Public	1,014	11,641	81,661	50,343	1,357	2,698	148,654	
		(2) Non-public			10,807	5,884			16,691	
B	Persons Served by Project	(1) Public			30				30	
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED			100		

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER					1	.50
C. PUPIL PERSONNEL SERVICES				1		1
D. OTHER PROFESSIONAL				1		1
E. ALL NON-PROFESSIONAL					1	.50
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED 3			(2.) TOTAL CALENDAR DAYS RETAINED 6		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/SUPERVISION		1	.10			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6	6		6			
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL		2	.50			
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED 0			(2.) TOTAL CALENDAR DAYS RETAINED 0		

BACKGROUND FOR THE PROPOSED PROJECT

The proposed project is to be carried out at the Kendall School for the Deaf, located on the campus of Gallaudet College in Washington, D. C. The population of the District of Columbia is now estimated at about 880,000 and the students who will be involved in the project come to Kendall School from all parts of the District, since Kendall although it is a private, nonprofit educational facility, provides educational services to the deaf children in Washington.

The select group for whom this project is designed is composed of children for whom little has been done educationally: multiply-handicapped deaf children, whose special needs for innovative approaches are not being adequately met.

There are many diagnostic descriptions of the multiply-handicapped child. They differ primarily in the rank ordering of the various handicapping conditions. However, none of these diagnostic descriptions provides a basis upon which an appropriate educational program could be developed which would meet their needs. Further, review of the available literature on the multiply-handicapped deaf child reveals but one paper specifically directed towards the development of curriculum guidelines for these children. There have been some efforts in this direction for deaf-blind children, who are not included in the proposed project. Other studies on etiology, educational significance, and diagnosis are available. Some of these have been reviewed and found not significantly helpful for the proposed project.

Over the past years, Kendall School has initiated various attempts within our regular school program to improve their educational experiences, such as team teaching, operant conditioning and integration into an average class. Professionals such as teachers of the deaf, teachers of mentally retarded children, and therapists for children with learning disabilities have tried from the approaches of their respective disciplines to provide a meaningful educational experience for these multiply-handicapped deaf children. Our attempts have not consistently succeeded. We think that the primary reason we have not been more successful in providing these children with an appropriate series of educational experiences is the complete lack of curriculum guidelines for them. Standard school operational procedures do not provide the teachers with enough release time from their classes to adequately document the classroom activities from which the fundamentals of and guidelines for a curriculum could be obtained. Further, because of the physical and emotional strains the teachers encounter daily in these classes, they are literally too exhausted by the end of the day to attempt to recount the events of the day.

This is not to say that the teachers themselves are failing at their appointed tasks. All are diligent, dedicated, competent and hard-working trained teachers. But the system in which they are working does not permit specialized, intensive efforts for a "high-risk" population such as this one. Restrictions on budget and teaching positions currently prevent the administration from supplying them with enough support to do the additional work necessary to complete the task.

The lack of instructional guidelines, except for those which individual teachers are able to put together for themselves on a limited basis, cause the daily frustrations encountered in these classes to become such that teachers eventually apply for reassignment or resign. Frequent changes of teachers for any pupil is a negative experience. For the multiply-handicapped deaf child, it can be devastating. It is anticipated that the results of the proposed project, a set of curriculum guidelines for these children, will help us to stabilize the teacher population involved with these children and assure a more continuous learning experience, both from the point of view of content and teacher.

The problem is immense, in terms of the future of the children, and demands every possible effort if Kendall School is expected to continue assuming the responsibility for the education of these children. Their numbers have been increasing and will likely continue to increase as the rubella population reaches school age and as medical science continues to decrease the mortality rate of infants who would have been stillborn or died in infancy in the past because of their physical defects. Without this opportunity for the observation of the responsiveness of these children to various educational efforts and the subsequent development of a continuous educational program based on firm guidelines, Kendall School would primarily be providing daily caretaker services for the children.

FACILITIES AND RESOURCES

For over a century, Kendall School has provided educational services to deaf children in the Washington Metropolitan area. The school building is a modern educational facility completed in 1961. Our current total population is about 190, with an educational and administrative staff of 35, and special service personnel in the areas of social work, audiology, speech development, programmed instruction and media services. Each classroom is equipped with E.F.I. auditory training units, an overhead projector and screens, projectors for films, filmstrips and slides. Teachers also have access to polaroid and movie cameras, media production equipment, a catalogued library of filmstrips, slides, transparencies and captioned films for classroom use. There is also a well-equipped library for the use of students and teachers, with a small professional library as well.

Kendall School has immediate access to the facilities of Gallaudet College, including the library, which has perhaps the most complete collection of literature on deafness in the country; the Hearing and Speech Center, for psychological services as needed; the College Health Center, for emergency medical services; and the physical education facilities which we cannot supply at Kendall, such as the swimming pool.

In terms of other community resources for evaluation and services for the children, the children who would be involved in the proposed project are residents of the District of Columbia and hence are referred to us through the School Health Placement Division of the D. C. Department of Public Health with the direct involvement of the D. C. Department of Special Education. Therefore, all of these children have been evaluated by, or are eligible for medical, psychological, social and audiological evaluation by, the Handicapped and

Crippled Children's Unit at D. C. General Hospital. Also, we cooperate with the various Public Health Clinics for evaluation of the children as needed for hearing aids, visual evaluation and other problems which arise.

OBJECTIVES AND PROCEDURES

- A. The primary objective of the proposed project is to conduct a pilot program in the development of curriculum guidelines for the multiply-handicapped deaf child. We intend to do this through systematic observation and documentation of daily classroom activities. For example, the teacher has responsibility for managing the children in her class, as well as for teaching them. Should a particular child respond rapidly and well to a particular technique of teaching or management, the teacher is not free at that instant to record what she has done and the child's response. An observer in the classroom who is familiar with the children and their typical response patterns would be able to see the variant response and record it with the teacher's actions. What we anticipate from such documentation of activities is the eventual formulation of guidelines for teacher techniques which can be shared by all teachers involved with this group. This observation and documentation will also provide data concerning which learning activities the children respond to most readily. Another very significant aspect of the observations will be the documentation of the areas of weakness in attempting to fit these children into a curriculum developed for "normal" deaf children.

A second major aspect of the primary objective is the collection of impressions and knowledge from the teachers by the educational specialist, concerning the capabilities and limitations of their students. This would include collecting and creating a file of materials the teachers have used as seat-work for the students, questionnaires the teachers would complete concerning specific content areas, and personal consultations with individual teachers on specific children, and on the class as a whole.

It is planned to hire an educational specialist with more than twelve years of experience in the field of the education of the deaf to perform the observation, documentation and collection of materials and other data on the children.

- B. The second objective of the proposed project is to develop close coordination between the childrens' homes and the school to help facilitate communication between parents and teachers, implementation of teacher recommendations for educational activities in the home and to help improve communication between partents and their children, through giving suggestions for structuring a total educational process. This should help to reinforce at home the teacher's efforts in the classroom towards developing the children's language and social skills.

A trained social worker will be hired for the project to conduct a series of home visits to the homes of all the children involved in the

project to meet this objective. The primary functions of the social worker will include evaluating the responsiveness of the families to educational efforts in the homes, determining with the consultation of the teachers and the educational specialist which families seem to need additional support and suggestions in this regard, serving as the communications medium by which teacher suggestions for educational remediation, may be carried to the families, and parents' concerns may be carried to the school. This latter aspect is felt to be highly important in view of the severe educational retardation seen in these children. Finally, the social worker will visit the classrooms in order to be aware of the daily activities of the children and special problems which some children exhibit in group situations outside the home. She may also transport parents to the school upon request of the teacher or the specialist, and may go to the homes with the teacher if this is felt to be necessary. She will also be responsible for initiating social service and medical referrals to external agencies as the need for this arises.

The needs, interests and abilities of these children can only be comprehensively understood and stimulated if experiences in the school are reinforced in the home and vice versa. Every effort is needed to bridge the gap, and the home is as important as the school in this regard.

- C. The third objective of the proposed project is to attempt to improve the coordination and body movement skills of the children, particularly those with cerebral palsy involvement, through the utilization of physical therapy. A trained physical therapist will be hired full-time to work with children on an individual and group basis. The therapist will determine the therapy program for each child, utilizing the facilities of the Kendall School gymnasium and the Gallaudet swimming pool.

The primary emphasis of this project will be meeting the first two objectives above. The educational problem presented by these children is obvious and in view of the severity of the problem and the urgent need for remediation of the educational situation, a comprehensive approach toward developing curriculum guidelines for multiply-handicapped deaf children who are prospective Kendall School students causes the problem to assume emergency proportions. Not only can an appropriate continuous learning process not be assured to the children presently enrolled, but no curriculum guidelines are available for instructing children who will be enrolling at Kendall School with similar types of handicapping conditions.

It is the project director's conviction that only through a comprehensive approach, which includes a study of school, home and recreation experiences, can appropriate educational guidelines be set up for the multiply-handicapped deaf child.

POPULATION

Thirty (30) children, ranging in age from 5 to 10 years, currently in six classrooms in Kendall School, meet the criteria for classification as multiply-handicapped deaf children. In addition to their hearing impairment, these children have severe brain damage with seizures, cerebral palsy, mental retardation, emotional problems, and learning disabilities. The thirty children comprise the total group of multiply-handicapped children in the primary department at Kendall. Six classroom teachers, two itinerant teachers, a speech therapist and a language therapist are currently working with these children with enthusiasm, devotion and demonstrated expertise in their respective fields. However, as mentioned, there is no opportunity for objective documentation and analysis of the children's responses or of the teacher's efforts. The proposed project is desperately needed to supplement the regular program and provide an opportunity for developing a continuous educational experience for the children.

PLANNING

The major portion of the planning which has taken place to date on the proposed project is represented in this document. It is felt that further and more specific planning cannot be initiated until the project is funded and the educational specialist can begin to work full-time on the project. Since this person will function to coordinate the implementation of the project, she must be involved in the details of planning.

EVALUATION

The evaluation will be under the supervision of the Research and Evaluation Unit of the Division of Planning, Innovation and Research of the District of Columbia Public Schools.

Objective A: Observation and documentation of classroom activities in process will produce data which will be utilized to develop the curriculum guidelines for this group of children. The effectiveness of this technique as a method of curriculum development can be fully evaluated only when a curriculum is written and implemented. However, to get a measure of change in classroom academic and social climate and attitudes and accomplishments of students, research staff of the Division of Planning, Innovation and Research will observe classes at the beginning and end of the project. The rating scale to be used is being developed by teachers and research staff. The second aspect of the primary objective will be accomplished through the administration of a series of questionnaires to the teachers in several content areas: Reading, Science, Mathematics and English. These are designed to measure the academic capabilities of the children.

Objective B: A random sample of parents of children involved in the project will be interviewed by a special educator from the Division of Planning, Innovation and Research of the D. C. Public Schools using an interview schedule prepared by the social worker at Kendall School. The interview will be given on a test-retest basis and is designed to measure academic and behavioral change in the children at home as perceived by the parents and as fostered through the involvement of the social worker in the home situation. The impressions and observations of the social worker, as recorded descriptively, will also be utilized to evaluate parental response to increased involvement with their children's education.

Objective C: A brief 5-point rating scale will be designed by the physical therapist to measure the gross and fine motor coordination of the children involved in the project. The scale will be applied on a test-retest basis by a member of the Gallaudet College Physical Education Department not affiliated with the project. It will also be applied by the project physical therapist for her own information and purposes to test the scale itself.

Analysis of Data: The Division of Planning, Innovation and Research of the D. C. Public Schools has consented to assist us in the data analysis phase at the completion of the project.

NOTE: It is realized that the data which will be obtained by this project will be difficult to analyze because of the relatively brief duration of the project itself. However, we are certain that the evaluation measures we have established will tell us two important things: (1) That the innovative aspects of the project are valid approaches to solving this difficult educational problem; and (2) That a request for additional funding is or is not justified.

DISSEMINATION

Kendall School is fortunate to have a period for presentation of our educational program and research efforts at the Convention of American Instructors of the Deaf in Berkeley California this June. Since preliminary data from the project would be available by that time, it is planned to utilize a portion of that program for presentation. It is also planned to publish the data in the form of a report and submit it to appropriate educational agencies for their information. It is further anticipated that an expanded report will be prepared following the second phase of the project and widely distributed, with possible publication in the American Annals of the Deaf.

PERSONNEL

A. To be hired with project funds:

1. EDUCATIONAL SPECIALIST - To be hired full-time for the duration of the project. Qualifications are professional preparation in the field of deaf education and at least ten years' teaching experience. We have an opportunity to hire such a well-trained, experienced person.
2. SOCIAL WORKER - To be hired full-time for the duration of the program. Qualifications are a master's degree in social work and one year of experience. An opportunity exists to fill this position as well.
3. PHYSICAL THERAPIST - To be hired full-time for the duration of the proposed project. Qualifications are a bachelor's degree and at least five years' experience in physical therapy. Again, such a person is available for hiring on the proposed project.
4. Secretary (part-time)

B. Kendall School staff to be assigned to work on the project (paid by regular budget):

1. PROJECT DIRECTOR - Director of the Kendall School. Ten per cent of his time will be contributed to the proposed project.
2. SIX CLASSROOM TEACHERS - Currently working with the 30 children to be involved in the project. Three of the teachers have experience in the education of the deaf and two of those have degrees pending. One has her degree in speech pathology, one has a master's degree in mental retardation pending and the sixth has a degree in general education with some experience with the deaf.
3. SPEECH THERAPIST - 25% of time. Master's degree in speech pathology with three years of experience, two of which have been with the deaf.

4. LANGUAGE THERAPIST - 25% of time. Master's degree in language pathology with three years of experience with the deaf.

TIME SCHEDULE

March 20 - June 30 DOCUMENTATION OF ACTIVITIES
April 15 FIRST INTERIM REPORT
June 1 SECOND INTERIM REPORT
June 30 SUBMISSION OF FINAL REPORT

BIBLIOGRAPHY

1. Stalp, Lauren E., "A Curriculum for the Slow-Learning Deaf Child," The Alexander Graham Bell Association for the Deaf, Inc., Reprint No. 824, 1956, Washington, D. C.
2. Levine, Edna S., "Psychoeducational Study of Children Born Deaf Following Maternal Rubella in Pregnancy," American Journal of Diseases of Children, Vol. 81, May, 1951.
3. Monaghan, Alice, "Educational Placement for the Multiply Handicapped Hearing Impaired Child," The Alexander Graham Bell Association for the Deaf, Inc., Reprint No. 821, 1965, Washington, D. C.
4. Quigley, Stephen (Ed.), "References and Reference Sources on Multiple Handicaps," mimeographed copy, Gallaudet College, Washington, D. C.
5. Sessler, Charles H., "Planning for the Multiply Handicapped Deaf Child," The Hoosier, Vol. 79, No. 4, January 1967. Indiana School for the Deaf, Indianapolis, Indiana.
6. Waterhouse, Edward J., "Multiply-Handicapped Conditions Resulting from Maternal Rubella: Progress Report," mimeographed copy, Perkins School for the Blind, Watertown, Massachusetts, April, 1968.

BUDGET

	<u>FEDERAL</u>	<u>LOCAL</u>
A. <u>PERSONNEL</u>		
1 Director (10% of time)		\$770
1 Educational Specialist Mar. 20 - June 30 (9-month base \$11,000)	\$6,110	
1 Social Worker Mar. 20 - June 30 (12-month base \$10,000)	4,165	
1 Physical Therapist Mar. 20 - June 30 (9-month base \$10,000)	5,555	
1 Secretary (part-time) Mar. 20 - June 30 (12-month base \$6,500)	1,352	
1 Speech Therapist (25% of time)		945
1 Language Therapist (25% of time)		1,040
6 Classroom Teachers (100% of time)		18,000
Honorarium		
3 Consultants @ \$75/day-6 days	450	
TOTAL PERSONNEL	\$17,632	\$20,755
B. <u>EMPLOYEE BENEFITS</u>	1,332	1,550
C. <u>TRAVEL</u>		
1. For Educational Specialist's visits to other facilities		
4 trips @ \$125	500	
10 days per diem @ 16	160	
2. For Consultants	375	
3 trips @ \$125	160	
6 days per diem @ \$16		
D. <u>MATERIALS</u>		
\$3/ per child per week for 16 weeks	1,260	
E. <u>SUPPLIES</u>		
Office supplies, etc.	300	
F. <u>COMMUNICATIONS</u>		
Telephone and Postage	300	
G. <u>FINAL REPORT</u>	300	
TOTAL COST	\$22,319	\$22,311

PROPOSAL FOR A
STREET ACADEMY PROGRAM
FOR HIGH SCHOOL DROPOUTS
IN WASHINGTON, D.C.

The sickness that haunts the central cities of our country can only be solved by the development of educated, responsible indigenous leadership. For most ghetto youth, the American Dream, has become the American Nightmare. Frustrated and alienated from the mainstream of American society, many have given up. Symptomatic of this frustration and alienation is the high number of dropouts from the educational system.

Most of these youth have real academic potential. It is not inadequate intelligence, but frustration with a system which does not know how to communicate with him that leads the youth of the streets to drop out. Vocational and general courses do little to prepare a young person for survival in today's world. Yet the overwhelming majority of ghetto youth in our country are relegated to these courses. It is neither morally nor pragmatically feasible to so callously allow such genuine potential to be wasted.

Recent conflagrations in our cities have shown that if youth's potential for good is not developed the energies of youth will find destructive channels for expression. In the light of this, it is imperative that programs be developed that will reach out to ghetto youth providing motivation and education. We are proposing just such a program for Washington, D.C.

For the past four years, a street academy program has operated under the auspices of the Urban League of Greater New York. We are proposing a similar idea to be implemented in Washington, D.C. This program is designed primarily for high school dropouts.

Students are recruited for the academy by the street worker who represents the key to the effectiveness of the project. The street worker penetrates the adolescent culture of mutual trust by spending many hours each week "hanging out" wherever the young people congregate. He earns the right to be a friend by offering himself freely. Within the context of the young person's problems, the street worker seeks to communicate a positive self-image to the youth. In doing this, he must counteract the negative forces of failure, fear and frustration which have caused the young person to lose his sense of self-worth.

The street worker's job cannot be done on a nine-to-five basis because human needs do not fit into a time schedule. The street worker must be a good listener whose genuine concern for people enables him to become intimately involved with all of the problems and needs of the youth that he meets on the street. He seeks out people rather than waiting for people to come to him. He talks their language and attempts to relate to them as an adult friend rather than an authority figure.

Because a street worker is dedicated to building personal relationships with dropouts, the effectiveness of the program is dependent on the commitment of the street workers involved.

It is out of the context of this involvement with dropouts that the street worker directs young people to the street academy. The academy is a renovated store front in the immediate area of the dropouts that it serves. It accommodates from thirty to fifty students.

Within the street academy, a new student finds an informal, but serious academic atmosphere. The teachers, who often do street work themselves, know how to communicate with him. They understand the frustration and failure he has experienced and are sensitive to it. In small classes and in individual tutoring, patterns of achievement and success are built. The street worker continues his supportive relationship reinforcing what is happening within the academy itself. Teachers and street workers form a team to provide the motivation and basic educational tools for success in the academic world. After a period of from six to nine months, the former dropout is ready to leave the street academy.

After "graduating" from the street academy, the student is ready to continue his education at whatever level his academic skills will allow. For some

it means taking a high school equivalency test and entering a junior college such as Federal City College. For others it means continuing their education at a college preparatory school and going from there to college. In the New York City street academy program, most dropouts have been sent either to Harlem Preparatory School or to Newark Preparatory School. During this time, the street worker continues to support him in his educational process.

In addition to working with dropouts, students who have graduated from high school with general or vocational diplomas and need academic diplomas in order to continue their education are also sent to prep school after an orientation period in the street academy.

It is imperative to the success of the program that we provide the opportunity for a college degree. To halt the process at any step would be highly frustrating and a failure to complete the job of supplying the ghetto with educated indigenous leadership. The director of the project assumes the responsibility for providing scholarships and needed financial aid so students can be assured of the opportunity of going on to college.

In this proposal, we are recommending the initial establishment of one street academy in Washington, D. C.

According to a study prepared by the Office of the Statistical Analyst of the Board of Education on July 24, 1968, the current dropout rates are alarming. Some senior high schools have nearly a twenty percent dropout rate. The overall dropout rate for the vocational high schools is over thirty percent with one school having a dropout rate of over sixty percent.

The establishment of a street academy program in Washington, D. C. could have a profound effect on the dropout situation for years to come. By beginning to change the trend now with high school aged teenagers, the younger children in the ghetto will have new success figures with which to identify. Instead of identifying with a dropout who is engaged in an undesirable or even illegal occupation, the pre-high school age young people will begin to identify with college students who are seeking higher and better goals.

This trend, once established, could have an effect on all social and economic problems of the ghetto. Thus the street academies would begin to change motivational and educational trends that would have far-ranging implications for the problems of welfare, jobs, crime, housing and many others.

A PROPOSAL
TO ESTABLISH
COMMUNITY LEARNING CENTERS
FOR THE
DISTRICT OF COLUMBIA
USING THE
EDISON RESPONSIVE ENVIRONMENT LEARNING SYSTEMS

Prepared for
The Superintendent of Schools, and
The Board of Education of the
District of Columbia

Submitted by
Responsive Environments Corporation
200 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

I. INTRODUCTION

Success in early learning is crucially dependent on negotiating the language arts barrier. Proficiency in the language arts - the communication skills of listening, speaking, reading and writing - is the first significant development plateau that an individual must reach before further development can take place. Failure to cross this crucial threshold to development that closes off myriad possibilities of living for millions of children.

Deficits in communication skills stem generally from the double failure of the home and the school (although the ability of the operative - the individual - is a significant, though not determining, parameter) as adequate bases of learning relative to the style of the dominant culture. It is also one of our most difficult problems, since its solution involves attempting to reverse the cumulative ill effects, of several years for the pre-school child and a decade and a half for the dropout, of deprivation, damage and failure.

The terrible persistence of this problem is nowhere more evident than in the staggering rates of reading retardation, particularly in the inner-city, and in the very high costs of re-education and training programs trying with mixed results to solve the literacy problems of the youths involved.

The evidence is now overwhelming that proficiency in language skills is the crucial area of competence for every person, both for adequate membership in society and for independence and self-realization. Inadequate language development reveals itself as central to the majority of problems that we are currently attacking in our Anti-Poverty/Great Society programs. Testimony for this comes from all quarters: high school youths in ghetto schools reading at elementary grade levels, high rates of illiteracy and functional illiteracy among adults in our inner city, substantial numbers of children of normal intelligence whose learning disorders retard them in grade and/or reading level, and the failure of our youth and adult training programs to do anything really significant about the basic education aspects of training.

The failure to solve the problem of "language arts illness" not only dooms large numbers of individuals to lives of low expectation and achievement (i.e., low productivity and low levels of consumership), but also figures importantly in the perpetuation of cycles of human inadequacy and poverty.

With the passage of time, the individual becomes convinced that he is no longer capable of further learning and development and he becomes part of a hardcore residue which generates a

proliferation of extremely high dollar and social costs (crime, delinquency, welfare, unemployment and underemployment) terrifically out of proportion to the modest early investments that are possible.

The possibility now exists of bringing a powerful learning technology to bear on this problem. The REC "Talking Typewriter" (Edison Responsive Environments Learning System) permits the individual learner to master all aspects of language skills, under the impact of a fully automated system, presenting displays in all media (spoken, printed, illustrated) and engaging him in direct action (speaking and writing) as he learns.

The following points summarize some of the preliminary accomplishments of the O.E.O. "Talking Typewriter" Project in the East New York area of Brooklyn, a twenty-machine project serving a disadvantaged population ranging from four-year old Head Start youngsters up to adult illiterates:

1. In the regular school system, less than 25% of non-project students are reading at grade level after one year of schooling. In contrast, it is anticipated that current tests will show that over 80% of the children in the "Talking Typewriter" project will be at grade level, or above, and this after an exposure of only four months.
2. The kindergarten children in the project will have attained first grade reading skills in the same time period.
3. There is a waiting list of almost 150 high school youths voluntarily seeking admission to the project. These children travel to the project from all over Brooklyn as a result of word-of-mouth reputation, and in response to this result, they are extending the project beyond the school year into the summer months, with every evidence of oversubscription at all age and grade levels.

4. Civil rights groups, such as CORE, which picketed schools in Brooklyn, did not picket the projects because they feel that the project is meeting their needs in ways that the schools are unable to do.

In addition, it should be pointed out that as academic success was achieved, it was accompanied by corresponding positive changes in behavior, attitude, and general educational performance.*

It should be noted that the Brooklyn project is not an isolated instance of success. Though target populations differ from project to project, comparable results are being obtained by Project Breakthrough in Chicago, by projects in the Chester, Pennsylvania school system and by the Drexel Institute of Technology project.

* (NOTE: Any inquiries concerning the Project in Brooklyn should be addressed directly to Dr. Edward A. Welling, Jr., Director, Responsive Environments Program, 141 Livingston Street, Brooklyn, New York.)

II. STATEMENT OF THE PROBLEM

During the past 15 years, the District of Columbia has undergone a selective migration of its population. In that time, the total population of the District has decreased and then increased to its former level. However, during the same time period, the non-white population of the District has shown a constant increase. In 1950, the non-white group constituted about 35 percent of the total population of the District, but in 1966 about 63 percent of the total population was non-white.

This trend is reflected in the school population. The total population of both public schools (150,000 pupils) and non-public schools (16,000 pupils) has remained fairly stable the past five years, but the ratio of non-white to white students has increased to the point where more than 91% of all elementary school pupils are non-white. A similar ratio exists at the junior high school level. At the senior high school, the ratio is about 75%, and at the vocational high school the ratio is over 95%.

There are a little under 3,000 pupils in Special Education classes in elementary schools and a similar number in such classes in the junior high schools. There are less than 200 Special Education students at the senior high level and less than 300 at the vocational high level.

The dropout percent is minor in elementary schools, rising to over 5 % in junior high, over 12% in senior high and almost 25% in vocational high. In many cases the vocational student has dropped out to obtain employment, which becomes temporary or terminated when it becomes apparent that the few months in school have resulted in inadequate vocational preparation.

The student membership in regular adult education programs has risen to over 7,000, a slight increase over the previous year due in large measure to the more than 600 students enrolled in adult basic education classes newly established throughout the District.

The District maintains a number of programs to assist in developing language skills, notably the Reading Clinic and the Language Arts Program. But such programs reach only a fraction of the students requiring assistance. It has been estimated that at least 20% of the public elementary school children have not learned to read effectively. The Reading-Is-Fundamental Project has developed a successful book distribution program through privately-funded voluntary efforts. There is, however, no District-wide program with sufficient support to serve effectively the large numbers of non-whites who so desperately need assistance.

There is little doubt that a large part of the non-white population feels the effects of social deprivation, and what is usually called "educationally disadvantaged." It is also clear that significant differences exist in both intelligence and achievement between both whites and non-whites and between the economically poor and the middle and upper class families. This is not to say that existing differences in intelligence and achievement are a function of racial and ethnic differences; rather, these differences may better be attributed to motivational and environmental factors.

Research has shown that socially disadvantaged students tend to have lower intelligence, as measured by standardized tests, and exhibit lower achievement scores than middle-class children. Deutsch (1960) clearly indicated that social and emotional deprivation had negative influence on the achievement of both Negro and white youths.

Investigators have noted increased retardation in disadvantaged students as they move through school. Cooper (1964) has demonstrated the "cumulative deficit hypothesis" established by Deutsch (1965). In Cooper's study Negro children fell one to five years behind on reading as grade level increased. Osborne (1960) reported similar findings with a large population of Negro and white elementary school children in the upper grades. Weiner (1964) found that lower class

children from grades three through eight had great variance in their scores on the Gates Advanced Primary Reading Test, with no spread of scores on the earlier test.

Typically socially disadvantaged children are more retarded in reading and language than in any other area. Sexton (1961) found the mean achievement scores favored higher income groups increasingly from grade to grade, and that the lower scores of the lower income children consistently occurred in reading. Barton (1963) found a consistent relationship between reading and socioeconomic status. Figurel (1964) points out that as the socially disadvantaged child progresses in school the difference between his performance and the middle-class child's on vocabulary increases.

In light of the devastating effects of social deprivation on intellectual and achievement characteristics of social disadvantaged youths, identification of areas which pose particular problems become important. With proper identification remedial and compensatory programs that attempt to halt, if not reverse the trend of increasing low achievement as students progress through school, can be instituted with great efficiency.

The present institutional resources of the District of Columbia do not appear to be adequate to treat effectively all those children who for one reason or another need special and remedial education,

Nationally, the identification of special educational problems and the attempt to treat such problems have caused a fourfold increase in attendance in special education classes during the last few years, but the number of teachers qualified to teach such classes had less than doubled. The same comparative problem exists in the District. Moreover, there is no question that any form of cost-benefit analysis will show that prevention is much more functional than any form of treatment, and the present program is designed to emphasize the preventive aspects of language arts disabilities, supplemented by the treatment of such disabilities.

III. TARGET POPULATIONS

Although the thrust of the present proposal is concentrated in the pre-school and elementary school population, a typology of the potential population to be served might be as follows:

1. Head Start and other pre-school children between the ages of 3 and 5 years.
2. Children in the first three grades who have fallen behind appreciably in the language arts.
3. Pre-K to third grade children, who in addition to being educationally disadvantaged are suffering from a physical or psychological impairment which inhibits learning and who require supplementary and compensatory education.
4. Children in other elementary and in junior high school grades who need remediation and/or who might benefit from acceleration in addition to an enrichment program.
5. Students in vocational training sequences who are so grossly retarded in language arts as to require substantial pre-vocational remediation.
6. Adult illiterates in basic education courses.
7. Non-English speaking people enrolled in citizenship classes.

Generally speaking, the instrumentation of the present proposal will be used to its maximum capacity..To insure such use, various types of programs will be incorporated in the project, and various times for instrument use will be scheduled for different age groups.

In absolute numbers, there is no question that the present program will be of inadequate size to serve all the potential target population. However, this program is designed as a demonstration program, and is aimed at only a part of the target population. It is anticipated that the program will be extended and enlarged as it proves successful, and that eventually larger numbers of the educationally disadvantaged will be served by it.

IV. RECOMMENDATIONS

The Responsive Environments Corporation recommends that the District of Columbia establish, as a start, five major innovative Community Learning Centers with 30 "Talking Typewriters" in each Center, to provide a community language arts program throughout the District of Columbia. These Centers are learning systems designed to:

1. Serve a constellation of schools in a given geographic setting.
2. Serve pre-school children with a language arts, early reading program.
3. Provide remediation in the language arts for elementary and secondary school students.
4. Operate on a double-shift day to serve the basic literacy needs of an adult population.
5. Link effectively into the traditional school curriculum and staff through daily movement of whole class groups to the Center accompanied by their teachers.
6. Provide, in the Center, related classrooms for training the teachers in the individualization of instruction as an immediate transfer requirement and consequence of the daily computer-based instruction on the "Talking Typewriter."
7. Employ local personnel trained on-the-job as education technicians to monitor computer-based-instruction on the "Talking Typewriter."
8. Operate each Center with the cooperation of a citizen's board from their neighborhoods to insure a new and real relationship to educational change.
9. Employ instructional materials (software) provided by the Responsive Environments Education Programming Division for large-scale use.

10. Use custom-designed program materials for children with unique requirements and for adults who do not respond to standardized instruction.
11. Employ professional reading teachers as diagnosticians and back-up supervisors for the teacher aides and education technicians.
12. Operate at cost figures below the hoped for goals of CBI.

A typical Community Learning Center consists of a substantial number of EREs together with associated classrooms, all housed in an easily accessible facility with ample parking space for cars and buses. It is suggested that the Centers use other than school buildings in order to attract students who might normally avoid a formal school atmosphere, permitting smaller groupings of equipment. The EREs are transportable, should a subsequent decision be made to decentralize a Center or to provide satellite mobile Centers.

The Responsive Environments Corporation further recommends that at least one Community Learning Center be established during the school year ending June 1968. This Center will require approximately 15,000 square feet of floor space, to be occupied by a minimum of four (4) classrooms; offices and maintenance facilities as needed; and booths for thirty (30) ERE "Talking Typewriters." The classrooms will consist of one (1) pre-school classroom for Head Start and kindergarten children, two (2) elementary school classrooms, and one (1) teen-adult room. The furniture and instructional aids in each room will be

scaled to each user group.

If the Center is situated in proximity to and under the administration of the Educational Resources Center, other educational activities geared to individualized instruction can be provided on the same visit by the students.

The availability of 30 EREs and two elementary school classrooms permits the Center to accept classes from two different feeder schools at the same time. Such students arrive in classes, together with their teachers, by bus from various schools throughout the District, including classes in the model schools program. Other students will be identified on an individual basis by the Reading Clinic, or through referral by the principals of their schools. Experience has led to the expectation that many high school students will be self-selective on a voluntary basis. A large number of adults can be expected to attend a basic education program geared to their needs.

The technical direction of the Center might be provided most effectively by the staff of the Reading Clinic, because of their extensive knowledge of the language problems specific to the population of the District. They will be supported by effective programs prepared by the Responsive Environments Corporation. These

programs are based currently on the "Bank Street Readers," an officially adopted series for the New York City Schools. In addition, REC can provide a complete diagnostic testing and remediation program for older students of junior and senior high school age. These programs currently include an adaption of the Sullivan series for adult illiterates.

The initial plan calls for operation of the Community Learning Center on the basis of 16 hours per day, 5 days per week. A proportionately small additional cost can permit operation for the sixth day.

Because of individual variations in learning abilities and in initial behavior, there is no way of accurately predicting the number of students that can be served in one year. From experience, REC has adopted a reasonable rule-of-thumb observation that each ERE can serve 100 students in one year, if used 16 hours per day, 5 days per week. This first Center therefore is expected to serve approximately 1860 students its initial year and approximately 3000 students for every year thereafter. A six day week can bring the total to approximately 3600 students per year.

V. PROPOSAL TO THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

On behalf of the Responsive Environments Corporation, may we submit the following proposal to the Superintendent of Schools and the Board of Education of the District of Columbia;

1. To serve the children and adults of the District of Columbia in beginning reading and adult literacy.
2. To assist the District of Columbia in establishing a number of major innovative Community Learning Center spread throughout the District.
3. To assist the District of Columbia in establishing an initial Community Learning Center during the school year ending June 1968.
 - a) By assisting your staff in site selections, site planning and preparations.
 - b) By instituting a training program for para-professional and professional personnel needed to operate and supervise these installations.
 - c) By providing instructional materials (software) needed for reading programs extending from pre-school children through remedial cases to adult basic literacy.

d) By installing and maintaining 30 automated instructional booths containing "Talking Typewriters" per Center.

May we emphasize to you that the programmatic material we will supply includes the only beginning reading program available for use in computer-based instruction. In addition to the above vital educational support, our proposal includes setting up the training of the large numbers of teacher aides employed to serve these Centers. Teachers and administrators are also trained in the operational characteristics of educational technology in our computer-based system.

Our cost analysis of the typical Center phased into operation over a ten month span, includes rentals of the physical sites, payrolls and salaries, instructional material, installations, guaranteed maintenance and the leasing of the instruments. In the school year 1967-68, we estimate that with full logistic coordination of site selection, preparation, personnel training and equipment deliveries, the District of Columbia Public Schools can open the initial Center to full operation at an equipment rental of \$186,000, as part of a total cost of approximately \$402,000. The total cost of operation of the Center for each of the succeeding four years is approximately \$682,000, to serve an estimated 3,000 students in a five-day week, and approximately \$718,000 to serve an estimated

3,600 students in a six-day week. Of these total costs, the equipment costs are \$360,000 per year for each of the succeeding four years. After a total of five years, only the equipment maintenance costs (free to this time) are involved.

Attached is a cost analysis and delivery schedule detailing the statements included above in order to facilitate your decision.

While our deliveries to you are over a ten-month span, the need to reconcile your requirements with commitments currently being completed with other major cities, makes any more rapid schedule unrealistic. However, this period can serve very effectively as a training period for Center personnel.

I believe members of your staff have seen the demonstration of the computer-based "Talking Typewriter" facility in a non-public school building in Brooklyn. The results now being attested to in The Brooklyn Center have been so sharply divergent from past attempts with the education of the children in our inner-city as to represent the first really meaningful program in basic education for these children.

May we urge an early letter of intent so that we may reserve our production capacity.

Attachment "A"

TOTAL COSTS TO OPERATE A COMMUNITY LEARNING CENTER

16 hours/day 5 days/week

from September 1967 to June 1968

Equipment and programmatic material (from Schedule B)	\$195,400
Personnel	113,300
Classroom Materials (estimated)	18,000
Facilities (15,000 sq. ft. @\$5/sq. ft. per year)	<u>75,000</u>
	\$401,700

Attachment "B"

DELIVERY SCHEDULE

<u>Month</u>	<u>Deliveries</u>		<u>Rental</u>		<u>Total</u>
	<u>Current</u>	<u>Cumulative</u>	<u>ERes</u>	<u>Software</u>	
Sept. 67	2	2	2000	200	\$2200
Oct. 67	2	4	4000	200	4200
Nov. 67	2	6	6000	200	6200
Dec. 67	2	8	8000	400	8400
Jan. 68	10	18	18000	900	18,900
Feb. 68	10	28	28000	1500	29,500
Mar. 68	2	30	30000	1500	31,500
Apr. 68		30	30000	1500	31,500
May 68		30	30000	1500	31,500
June 68		30	<u>30000</u>	<u>1500</u>	31,500
			\$ 186,000	\$ 9,400	

COSTS FOR EQUIPMENT AND PROGRAMMATIC MATERIAL

from Sept. 1967 to June 1968

TOTAL

\$195,400

Attachment "C"

PERSONNEL COSTS - SEPTEMBER 1967 to JUNE 1968
For 16 Hr./Day, 5 Days/ week

Month	Cummulative # ERS	Cost Dir./Admin Asst.	Cost Teacher	Cost Program Encoder	Cost Booth Attend.	TOTAL
Sept. '67	2	\$1,500	\$1,200	\$800	\$ 700	\$ 4,200
October	4	1,500	1,200	800	1,400	4,900
November	6	1,500	1,200	800	2,100	5,600
December	8	1,500	1,200	800	2,800	6,300
Jan. '68	18	1,500	2,400	800	6,300	11,000
February	28	1,500	3,600	800	9,800	15,700
March	30	1,500	3,600	800	10,500	16,400
April	30	1,500	3,600	800	10,500	16,400
May	30	1,500	3,600	800	10,500	16,400
June	30	1,500	3,600	800	10,500	16,400
						<u>\$113,300</u>

FOR 6 Days/Week

(No extra Cost for Director or Administrative Assistant)

Other Personnel Costs Increase 20%

6 Day/Week - TOTAL \$132,360

19,060

Attachment "D"

ESTIMATED ANNUAL COST OF ONE THIRTY-MACHINE OPERATIONAL COMMUNITY
LEARNING CENTER

	<u>Annual Cost</u>
Typical facility - 15,000 sq. ft. at \$5.00 sq. ft./yr.	\$ 75,000
*Thirty "Talking Typewriters" (based upon 5 year lease)	360,000
*Programs for "Talking Typewriters" (based upon leasing complete sets of Bank Street and Sullivan-type programs This includes programs, slides, slide magazines, file cabinets).	20,000
Bank Street and Sullivan type workbooks, readers, tests teacher's guides for reinforcement in regular classrooms estimated at \$10 per student (for use in related class work which follows, and builds upon, "Talking Typewriter" sessions).	30,000
	<hr/>
Sub Total	\$485,000
Personnel Costs - based on five-day week	196,800
	<hr/>
TOTAL	\$681,800

*Supplied by the Responsive Environments Corporation

Attachment "E"

ESTIMATED ANNUAL PERSONNEL COSTS OF ONE THIRTY-MACHINE OPERATIONAL
COMMUNITY LEARNING CENTER

No. of EREs = 30
No. of hours/day = 16
No. of days/week = 5

<u>Type of Personnel</u>	<u># Needed</u>	<u>Basis</u>	<u>Rate</u>	<u>Total Cost/Year</u>
Director	1	All Centers	\$1000/mo	\$ 12,000
Admin. Asst.	1	All Centers	500/mo	6,000
Cert. Reading Teacher	6	1/10 EREs/8 hrs	600/mo	47,200
Program Encoder	2	per Center/8 hrs	400/mo	9,600
Booth Attendant	30	per 2 EREs/8hrs	350/mo	126,000
			(\$2/hr)	
			TOTAL	\$196,800

No. of days/week = 6

(no extra costs for Director or Administration Assistant)

Other personnel costs increase 20%

	<u>37,760</u>
TOTAL	\$232,560

Attachment "F"

To provide a maximum impact throughout the District with a language arts program capable of serving 15,000 students per year, it is strongly urged that all five Community Learning Centers be implemented within a short time span, consistent with the ability to staff and train. The Responsive Environments Corporation recommends the following delivery schedule, permitting full operation of all Centers within a two year period. The use of satellite installations, mobile if necessary, with smaller groupings of equipment, can serve in place of one or more Centers.

	Centers (Cumulative Number of ERE's)				
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Sept. 67	2				
Oct. 67		2			
Nov. 67			2		
Dec. 67				2	
Jan. 68					2
Feb. 68	4	4	4	4	4
Mar. 68	6	6	6	6	6
Apr. 68	8	8	8	8	8
May. 68	10	10	10	10	10
June 68	12	12	12	12	12
July 68	14	14	14	14	14
Aug. 68	16	16	16	16	16
Sept. 68	18	18	18	18	18
Oct. 68	20	20	20	20	20
Nov. 68	22	22	22	22	22
Dec. 68	24	24	24	24	24
Jan. 69	26	26	26	26	26
Feb. 69	28	28	28	28	28
Mar. 69	30	30	30	30	30
Apr. 69	30	30	30	30	30
May 69	30	30	30	30	30
June 69	30	30	30	30	30

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CHICAGO COMMITTEE ON URBAN OPPORTUNITY
ONE NORTH WACKER DRIVE
CHICAGO, ILLINOIS 60606

OPERATION WORDPOWER

March 12, 1968 Revised July 22, 1968

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

ONE NORTH WACKER DRIVE

CHICAGO, ILLINOIS 60606

OPERATION WORDPOWER

APPLICATION FOR GRANT

MAYOR RICHARD J. DALEY
CHAIRMAN

CLAIR M. RODDEWIG
VICE CHAIRMAN

DETON J. BROOKS, JR.
EXECUTIVE DIRECTOR

March 12, 1968 Revised July 22, 1968

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

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CHICAGO COMMITTEE ON URBAN OPPORTUNITY
One North Wacker Drive
Chicago, Illinois 60606

OPERATION WORDPOWER

Application for Grant

This is an application for Federal funds for support of a Special Experimental Demonstration Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966 (P.L. 89-750)

Fiscal Year: 1968

1. Full Title of Proposal: OPERATION WORDPOWER
2. Applicant Organization: Chicago Committee on Urban Opportunity
Major Subdivision: City of Chicago Address where project will be conducted
Street Address: One North Wacker Drive (if different from organization address)
City & County: Chicago, County of Cook
State & Zip Code: Illinois 60606 See Attachment -- Page 1A
Congressional District: 1,2,3,5,6,8,9,11
Tel. No.: 782-8713 Area Code: 312
3. Project Manager: Mr. A. Louis Scott
Title of Position: Project Manager
Business Address: One North Wacker Drive
Chicago, Illinois 60606
Telephone: Area Code: 312 Number: 782-8713 Extension: --
Social Security Number: 137-03-5745
4. Initiated or prepared by: (If different from Project Manager)
Name: Deton J. Brooks, Jr.
Title of Position: Executive Director
Business Address: One North Wacker Drive
Chicago, Illinois 60606
Telephone: Area Code: 312 Number: 782-8713 Extension: 203-4
5. Name of Other Key Personnel (if any): William E. Todhunter, Acting Director
Division of Program Planning
6. Type of Agency:
☐ Private non-profit agency ☐ State ☐ Educational Agency
☒ Public agency* ☒ Local ☐ Educational Television Sta.
*See Exhibit 1
7. Type of Accounting System Used: ☐ Cash ☐ Accrual ☐ Obligation
(Modified)
8. Duration of Project: 12 months Proposed starting date: Sept. 1, 1968
 weeks Proposed ending date: Aug. 31, 1969
9. Total Federal Funds Requested: \$ 399,255
Other Sources: \$
Total: \$ 399,255
10. State Board of Education Official contacted concerning this application:
Name: James F. Redmond Title of Position: Superintendent of Schools
Address: 228 North LaSalle Street, Chicago, Illinois 60602

ATTACHMENT:

2. Address where project will be conducted
(if different from organization address)

Four of the locations below will be selected as program sites:

Englewood Urban Progress Center
839 West 64th Street 60621

Altgeld Garden Unit
967 East 132nd Place 60627

Halsted Urban Progress Center
1935 South Halsted Street 60608

Parkside Unit
6850 South Stony Island 60649

Lawndale Urban Progress Center
3138 West Roosevelt Road 60612

South Chicago Unit
9231 South Houston Avenue 60617

Garfield Neighborhood Service Center
9 South Kedzie Avenue 60612

Cabrini-Green Unit
1161 North Larrabee Street 60610

Montrose Urban Progress Center
901 West Montrose Avenue 60612

Division Street Unit
1940 West Division Street 60622

South Parkway Urban Progress Center
4622 South Parkway 60653

Robert Taylor Unit
4848 South State Street 60609

West Garfield Urban Progress Center
3952 West Jackson Boulevard 60624

11. Individual or official to whom communications concerning this project should be directed:
Name: Deton J. Brooks, Jr. Title of Position: Executive Director
Address: One North Wacker Drive, Chicago, Illinois 60606
12. Individual or official who shall be responsible for the receipt and disbursement of Federal funds:
Name: Raymond M. Ryan Title of Position: Acting Deputy Director
Address: One North Wacker Drive, Chicago, Illinois 60606
13. Individual or official who shall have ultimate responsibility for the accounting of Federal funds:
Name: Otto H. Loser Title of Position: Comptroller
Address: City of Chicago, City Hall, Chicago, Illinois 60602
14. Has this proposal been submitted to any other agency or organization? ☐ Yes ☒ No
If yes, please indicate:
a. Name of agency or organization: _____
b. Date: _____
15. Has this or a similar proposal previously been submitted to the Office of Education?
☐ Yes ☒ No If yes, when? _____
16. Commitment of Project Manager's Time for Duration of Project:
- | | Percent of Time |
|---|-----------------|
| a. Teaching duties. | _____ |
| b. Administrative duties. | _____ |
| c. Time devoted to this project | <u>100%</u> |
| d. Other (specify). | _____ |
| Total | <u>100%</u> |
17. An "Assurance of Compliance" with the Civil Rights Act of 1964 (HEW Form 441) was filed with the Commissioner _____ (date of acceptance letter: _____, Register number: _____, or is attached to this application ☒ and is hereby made applicable to the program for which Federal financial assistance is requested in this application.
18. Signatures:
a. Project Director: See Page 1 - Item #3 Date: March 12, 1968; as Revised July 22, 1968
b. Official authorized to Deton J. Brooks, Jr. Date: March 12, 1968; as Revised July 22, 1968
submit proposal for agency: Deton J. Brooks, Jr.
Title: Executive Director

(If the applicant is submitted jointly by two or more agencies, approval by each is required.)

19. Certification of Authority to Submit Proposal:

I hereby certify that the official named in item 18.b. above submit the proposal in behalf of said agency by authority of its governing body, and is within the scope of its corporate powers.

Signature: William M. Saffner

Corporate Seal

Title: Corporation Counsel

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Chicago Committee on Urban Opportunity
(Name of Applicant)

(hereinafter called the "Applicant")

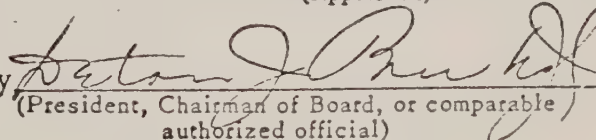
HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated March 12, 1968; as
Revised July 22, 1968

Chicago Committee on Urban Opportunity
(Applicant)

By 
(President, Chairman of Board, or comparable
authorized official)

One North Wacker Drive

Chicago, Illinois 60606
(Applicant's mailing address)

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

One North Wacker Drive
Chicago, Illinois 60606

OPERATION WORDPOWER

Proposal Abstract

1. Special Experimental Demonstration Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966, P.L. 89-750
2. Full Title of Project: OPERATION WORDPOWER
3. Name of Applicant: Chicago Committee on Urban Opportunity
Address: One North Wacker Drive, Chicago, Illinois 60606
Congressional District: 1, 2, 3, 5, 6, 8, 9, 11
4. Name of Project Director: Deton J. Brooks, Jr.
5. Duration of the Project: 12 months; weeks; days
From: September 1, 1968 To: August 31, 1969
6. Operation Wordpower is a mass literacy training program for underemployed and unemployed persons, manpower training program enrollees, and mothers. The program will be coordinated with a vast array of human and environmental supportive services provided through the neighborhood centers of the Chicago Committee on Urban Opportunity. Eighteen (18) Edison Responsive Environment Reading Machines will be installed in four (4) neighborhood Urban Progress Centers of CCUO over a period of four months. The machines will operate five days per week, from 9:00 a.m. through 10:00 p.m., in two shifts. Books 1 through 8 of the Behavioral Research Laboratory-Sullivan Reading material will be used in conjunction with the machines; 123 cards have been programmed and more than 3700 slides prepared representing 40 percent of the materials in the 8 volumes, which is considered to be optimum programming for BRL-Sullivan materials. Other programs will be developed to meet needs and interests of enrollees as project progresses. Participation will range from 900 to 1,800, depending on length of time at the machine, number of visits per week (2-5), and number of months (6-12) needed to prepare for regular classes. Unique are the teaching methods, citywide scale, linkages to the total services available through the Urban Progress Centers, and a play group for children of participants. It will also provide training and jobs for 10 para-professionals and work experience for 18 NYCs. Finally and not least, Operation Wordpower is a response to the National Advisory Commission on Civil Disorders which calls for methods to "improve the skills of people in low-income areas, with primary emphasis on the language problems of minority groups" giving "priority to the unemployed and underemployed and to welfare mothers."

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

SPECIAL INTRODUCTION: WHAT CAN BE DONE?

A RESPONSE TO THE CHALLENGE OF THE REPORT OF THE NATIONAL ADVISORY COMMISSION
ON CIVIL DISORDERS

- "In the critical skills--verbal and reading ability--Negro students fall further behind whites with each year of schooling completed."¹
- "Their children have smaller vocabularies, and are not as well equipped to learn rapidly in school--particularly with respect to basic literacy skills--as children from more advantaged homes."²
- "It will also require unique experimentation with new methods to bring back . . . (street-oriented teenagers) . . . who have lost all connection with existing school institutions."³
- "We recommend . . . an intensive year-round program beginning in the summer of 1968 to improve the verbal skills of people in low-income areas, with primary emphasis on the language problems of minority groups."⁴
- "We suggest that priority be given to the unemployed and underemployed, and to welfare mothers."⁵
- "Increasing literacy levels would eliminate a major barrier to productive employment, and improved support for education in the home."⁶

¹Report of the National Advisory Commission on Civil Disorders; March 1, 1968; p. 425

²Ibid., p. 427

⁵Ibid., p. 449

³Ibid., p. 440

⁶Ibid., p. 450

⁴Ibid., p. 449

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

NARRATIVE DESCRIPTION

I. THE PROBLEM

Lack of proficiency in the language arts is a major handicap to human development. It is through the acquisition and utilization of these skills that a mature, independent, individual emerges. This is the type of person needed to meet the urban challenge by exercising the responsibilities of parenthood, citizenship and consumership, continuing his education, and transmitting the heritage of his culture. This is the man for whom economic independence is a real promise.

Ironically, providing language arts proficiency for all people has been the weakest link in the urban development chain. Recent events have magnified the problem and stimulated attempts to solve it. The Chicago Committee on Urban Opportunity has spearheaded these efforts in Chicago, introducing new approaches to adult education and encouraging other agencies to examine their methods, within the context of a total service system.

This is one of society's most difficult problems, since its solution involves attempting to reverse the cumulative ill effects of a life-style rooted in deprivation and failure. The terrible persistence of this problem is nowhere more evident than in the staggering rates of reading retardation, particularly in the inner city, the extreme difficulties facing re-education and training programs which must solve the literacy problems of the disadvantaged.

Understanding the extent of the communications or wordpower gap is crucial to understanding the need for proposing a mainstream literacy program. Two studies conducted among able-bodied public aid recipients aged 16 through 64 and not in school in Illinois reveal the scope of the problem.

Blackboard Curtain, was conducted in the Southside Chicago community of Woodlawn in March, 1962, by the Cook County Department of Public Aid. The second, entitled First They Must Read, also was conducted by the Department at the request of the State Department of Public Aid in the Southern Illinois city of East St. Louis, in November, 1963.

The studies showed that the able-bodied adult recipient suffers not only from undereducation, but from social, economic and cultural alienation. He is completely unequipped to inhabit the urban center which in this age of mega-cities he must inhabit.

Both studies were identical in methodology. Educational and literacy levels were measured by attainment below and above completion of the fifth grade. By census definition, a person who cannot read beyond the fifth grade is functionally illiterate. Functional illiteracy was interpreted to mean that the adult was not socially, economically or culturally adaptable to urban life.

In the Chicago study, only 6.6 per cent had not completed the fifth grade; but 50.7 per cent could not read beyond fifth grade and were classified as functionally illiterate. In East St. Louis, 17.5 per cent did not complete the fifth grade, but 58.8 per cent were classified as functionally illiterate.

Thus, more than half of the adult, able-bodied recipients in both groups were functionally illiterate. More alarming, however, was the high percentage of youths who were functionally illiterate.

In Chicago, among youths aged 16 through 21, all had completed the fifth grade, but 40.1 per cent could not read to the completion of the fifth grade. In East St. Louis, only 2.8 percent had not completed the fifth grade, but 46.4 per cent were functionally illiterate.

In the Chicago study, only 1.4 per cent of those who completed their education in Illinois had not completed the fifth grade; yet 33.4 per cent were functionally illiterate. Proof that the Illinois figure was not "contaminated" by those who began their education in the South, but completed their last grade in Illinois, is shown by the functioning levels of those born, raised and educated in Chicago. Only 1.2 per cent did not complete the fifth grade -- but, 34.3 per cent were functionally illiterate. This was actually higher than the state percentage.

The same pattern was shown in East St. Louis. Only 4 per cent of those who completed their education in Illinois had not completed the fifth grade; yet 39.5 per cent were functionally illiterate. Of those born, raised and educated in St. Clair County, where East St. Louis is located, 3.9 per cent did not complete the fifth grade, and 35.2 per cent were functionally illiterate. This was only a few points below the state percentage.

Not only were the achievement levels of the urban and rural educated distressing, but so also was the average age of the Chicago and East St. Louis study population. In Chicago, that age was 33.5 years --

in East St. Louis, 35.8 years. These were able-bodied persons at a point in life where they should be approaching or at the peak of their functioning capabilities.

Matriarchal inadequacy also was apparent. In the Chicago study, 84.3 per cent of those interviewed were women; of these, 49 per cent could not read to the sixth grade level. In East St. Louis, 68.8 per cent were women; of these 54.4 per cent were functionally illiterate. Yet, these are the mothers and the potential mothers who must introduce their children to the complete range of urban life patterns and institutions.

The possibility now exists to bring a powerful learning technology to bear on the problem of the literacy gap in the inner city. The ERE "Talking Typewriter" (Edison Responsive Environment Learning System) permits the individual learner to master all aspects of language skills, under the impact of a fully automated system, presenting displays in all media (spoken, printed, illustrated) and engaging him in direct action (speaking and writing) as he learns.

Placed physically in the Urban Progress Center in the context of human and environmental services, the instrument becomes more than the result of advanced technology, but an integral element in restoring the inner city resident to the mainstream of American society. He is at once partaker of a complete service package including one service basic to all others -- wordpower training.

Impact of the "Talking Typewriter" project in Brooklyn, New York, a twenty-machine operation serving a disadvantaged population ranging from four year old Head Start youngsters to adult illiterates had the following effect:

- Almost 150 high school students who heard about the project by word of mouth had voluntarily sought admission to the project, expressing a willingness to travel to the project site from throughout the borough. As a result, the project has been extended beyond the school year into the summer months.
- Preliminary reports show that 80 per cent of the children in the project will be at grade level after an exposure of only four months; this is in sharp contrast to reading levels of regular school children. Kindergarten children in the project show similar progress.
- The learning system has met with enthusiastic response from many community groups.

As academic success has been achieved, corresponding changes in behavior, attitude and general educational performance have resulted. The Brooklyn project is not an isolated instance of success. Though target populations differ from project to project, comparable results are being obtained by Project Breakthrough in Chicago, and by projects in the Chester, Pennsylvania school system and by the Drexel Institute of Technology project.

The proposed program, Operation Wordpower, is unique in that it will provide the first mass implementation of sophisticated educational technology with adults on a citywide scale. Sharing certain economic and cultural characteristics, as residents of 4 different poverty communities, they will bring a variety to the program which will not only foster the development of new materials and techniques,

but will enable the program's effectiveness with diverse adult populations to be judged. The progress of the Wordpower enrollee will be compared to the achievements of those of like background in various basic literacy programs, including projects operated by the Committee or sponsored by this agency through contractual arrangements.

In addition to providing the first city-wide test of mechanical equipment programmed to adult needs, the strengthening of communication skills through Wordpower within the Urban Progress Centers will be unique, in that literacy training will take place within the context of total services. Thus, the project, its setting and supportive services will provide a pre-mainstream learning process which simulates the mainstream toward which the resident is being propelled.

Local educational officials were consulted through the Office of the Mayor. The Mayor is chairman of the Committee and all concerned educational bodies are represented on the Committee.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

NARRATIVE DESCRIPTION

II. OBJECTIVES

The objectives of this proposal are to equip 4 Urban Progress Centers with the means to give Wordpower training to area residents. The proposal is based on two premises:

- That re-education of the functionally illiterate youth and adult must be an educational and social experience which restores him to the mainstream of city life.
- That the Urban Progress Center, with its unique meshing of human and environmental development services, is a setting in which this process may occur with the highest chance of success.

Urban Progress Centers already provide mainstream services of employment, training, health care, legal aid, social help and housing at locations within the local communities. Missing is the maximum development of the vitally needed service of Wordpower for the mother, teen-ager and manpower enrollee.

By building Wordpower into the total service structure of the Center, mainstream training becomes complete. Placing the means of acquiring Wordpower physically alongside vital employment and housing services creates a learning environment which the area resident will accept and use. The Urban Progress Center is not a mere welfare service or employment office, but a total, comprehensive service system which spells hope and respect to the area resident.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

NARRATIVE DESCRIPTION

III. PROCEDURES

A. GENERAL DESIGN

1. INTRODUCTION

To understand the General Design and other procedures of Operation Wordpower it is necessary to provide background information on program components of the Chicago Committee on Urban Opportunity. Operation Wordpower has been described as an integral part of the Urban Progress Center.

What is the Urban Progress Center as a component program?

Enrollees in Operation Wordpower will be enrolled in training and work experience programs under the Concentrated Employment Program and other program components. What are these programs and how do they link into CCUO and the Urban Progress Centers?

Other participants will be mothers of young children and teenagers enrolled in other community action programs.

How are they recruited?

What is the relationship of Operation Wordpower to the Illinois State Employment Service, which provides employment services in all Urban Progress Centers and intensified and expanded services in the Concentrated Employment Program?

It is not simple to provide answers to these questions and submit an application which can be read in one sitting. This section will attempt to focus on specific relationships with minimum explanation and refer the reader to a section in the Appendix with brief descriptions of the component or series of components under discussion.

III.1a. THE CHICAGO COMMITTEE ON URBAN OPPORTUNITY

The Chicago Committee on Urban Opportunity (CCUO) is the official community action agency (CAA) for the City of Chicago. It is part of city government. The chairman is Richard J. Daley, Mayor of Chicago. The Executive Director is Deton J. Brooks, Jr. who is

IIIA1a. THE CHICAGO COMMITTEE ON URBAN OPPORTUNITY (Continued)

also official director of Operation Wordpower; day-to-day supervision of the project will be under a Project Manager.

In addition to being the applicant agency for all delegate agency components under flexible Community Action Programs (CAP), it is also prime contractor for the following programs:

- (1) Head Start
- (2) Neighborhood Youth Corps
- (3) Concentrated Employment Program

Rules and Policies of CCUO, including a list of Committee members, is included in Exhibit 1.

IIIA1b. URBAN PROGRESS CENTER

The major operational program of CCUO is the Urban Progress Center. CCUO administers 8 Centers under CAP and 6 Center outpost units in 14 districts which include over a million persons. One of the 8 Centers is the Garfield Neighborhood Service Center, which is part of the pilot Neighborhood Services Program (sometimes called the Neighborhood Facility Pilot Program) under joint sponsorship of a federal interagency team composed of OEO, HUD, DOL, HEW AND BOB. Five Urban Progress Centers are in Chicago's official four Model City study areas.

Each Center has 3 major divisions: Urban Life, Human Development, and Environmental Development; and an Advisory Council composed of persons who work and live in the UPC district (See rules and regulations). Chairmen of Advisory Councils serve on the Full Committee and the Executive Committee.

The Urban Progress Centers comprise the service delivery system for the 14 districts. Actual service components are provided primarily by other public and private agencies and by business and industry. Certain key service components are housed in the Urban Progress Center; e.g., Illinois State Employment Service staff of 40 under a special agreement and Legal Aid staff under CAP. Others are in the community. All comprise the total service system.

Of special significance is the Urban Life Division, which performs outreach through the Community Representative and family diagnosis by the Urban Life Interviewer and Advisor. This is the central programming and monitoring mechanism in the Urban Progress Center, insuring that all participants in a component service receive supplementary and other vital services provided in other components.

Operation Wordpower will be part of this overall system.

A map and listing of Centers accompanies this section. More detail on the Urban Progress Center is carried in Exhibit 2.

IIIA1c. MANPOWER SERVICE SYSTEM OF CCUO

Nine service functions comprise the manpower service system of CCUO. Each is carried out under a specific program or programs. The system operates in all UPC districts and is expanded in 3 West Side districts under the Concentrated Employment Program. A chart showing the relationship of service function to program and area accompanies this section. Note that the Urban Progress Center, Human Resource Development Program under the Illinois State Employment Service, and the Concentrated Employment Program are key components in the overall system.

The Urban Progress Center is described above.

(1) Human Resource Development Program

The Human Resource Development Program is housed in the Urban Progress Centers. Approximately 30 to 40 Illinois State Employment Service personnel are in each HRD UPC unit. They provide the major employment counseling service in the CCUO system. HRD staff obtain core data on training and education, work experience, socio-economic background, skills, family and personal characteristics; testing is used to determine aptitudes and interest, with non-verbal tests used for illiterates. When counseling is completed, HRD staff place residents in training and direct employment positions. Follow-up on appointments is made through the Urban Life Division of the Urban Progress Center.

(2) Concentrated Employment Program

The Concentrated Employment Program (CEP) is under prime sponsorship of CCUO in 3 West Side Center districts. CEP is called the Urban Career Development Program on CCUO forms, but is commonly known by its federal name. It combines all manpower service components into a single system, providing special additional supportive services, such as career orientation, year-round career coaching, health examinations and treatment, and day care; also unique work experience programs under New Careers, Special Impact, and NYC. It is described in more detail in Exhibit 3.

(3) Work Experience Positions

In both CEP and the year-round city-wide CAP, approximately 1700 neighborhood residents are employed in work experience positions; of these

- 730 are employed by CCUO in the Urban Progress Centers as Community Representatives and Program Representatives
- 300 in year-round CAP delegate agency programs
- 200 in year-round Operation Head Start
- 470 in CEP under New Careers and Special Impact.

In addition, approximately 1600 additional work experience positions are provided in the summer program.

All enrollees in these work experience programs are potential enrollees in Operation Wordpower in addition to those recruited through the UPCs and who come in through other component programs which may not be linked directly to manpower. (See IIIA2 on Recruitment and Follow-Up)

(See below, section d, for work experience sponsors.)

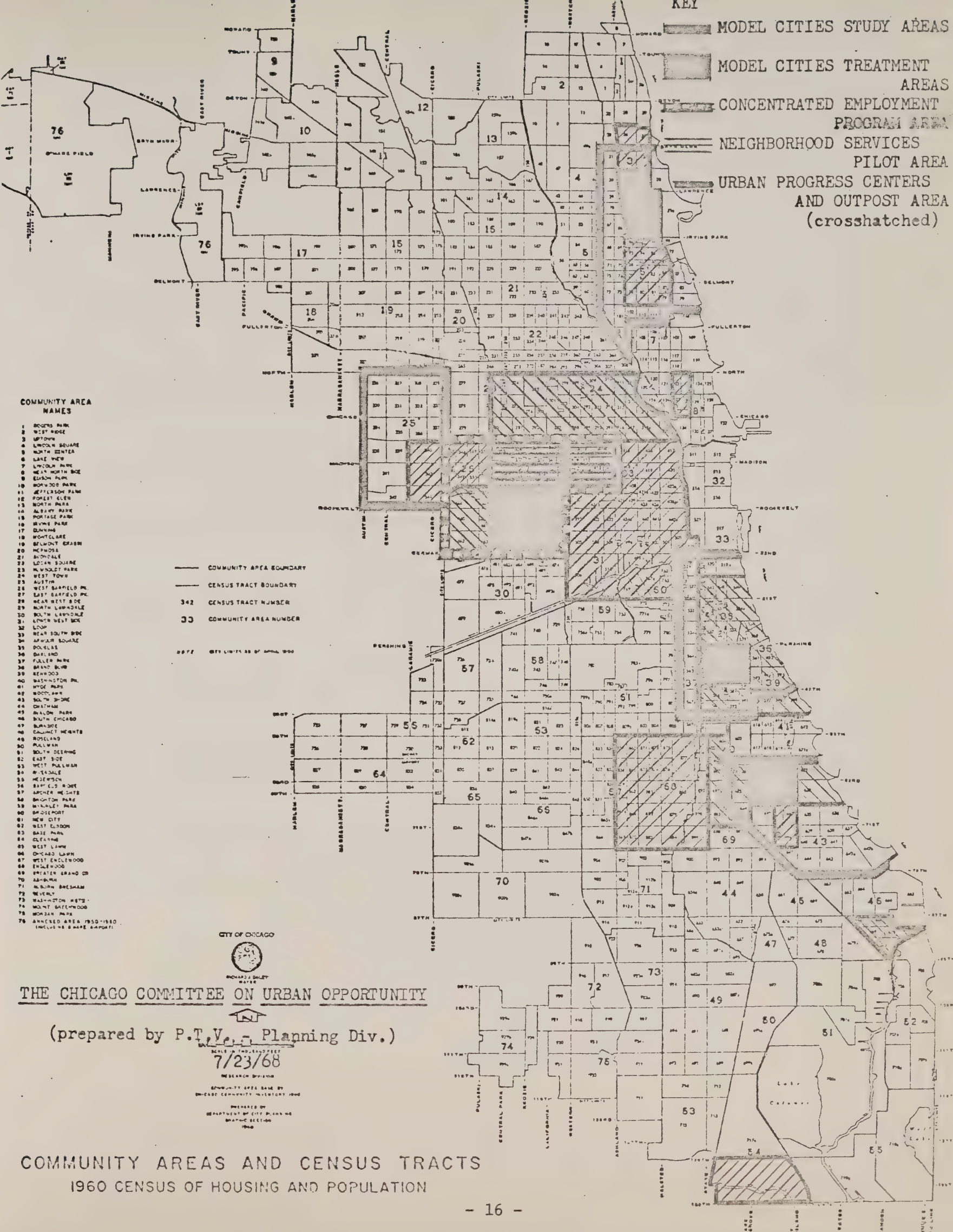
IIIA1d. PROGRAM SPONSORS

As indicated in above discussions, many public and private agencies are currently program sponsors in CCUO's comprehensive service plan. Four major programs have delegate sponsors. They are:

- (1) CAP (Sec. 221, 222, 232) with 25 sponsors
- (2) Head Start CAP with 20 sponsors
- (3) Neighborhood Youth Corps with 42 sponsors
- (4) Concentrated Employment Program with 10 sponsors

Business and industry participate in On-the-Job Training; there are 66 OJT sponsors.

A listing of these agencies is in Exhibit 4; followed by a listing of those businesses and industries which have had contracts under On-the-Job Training, Exhibit 5.



KEY

MODEL CITIES STUDY AREAS

MODEL CITIES TREATMENT AREAS

CONCENTRATED EMPLOYMENT PROGRAM AREA

NEIGHBORHOOD SERVICES PILOT AREA

URBAN PROGRESS CENTERS AND OUTPOST AREA (crosshatched)

COMMUNITY AREA NAMES

- 1 ROGERS PARK
- 2 WEST RIDGE
- 3 CHICAGO
- 4 LINCOLN SQUARE
- 5 NORTH CENTER
- 6 LAKE VIEW
- 7 LINCOLN PARK
- 8 NEAR NORTH SIDE
- 9 EDSON PARK
- 10 BOWDOIN PARK
- 11 JEFFERSON PARK
- 12 FOREST GLEN
- 13 NORTH PARK
- 14 ALBERT PARK
- 15 PORTAGE PARK
- 16 IRVING PARK
- 17 CLAYTON
- 18 MONTCLARE
- 19 BELMONT CREAM
- 20 MCARDLE
- 21 LEXINGTON SQUARE
- 22 MONTGOMERY PARK
- 23 WEST TOWNS
- 24 AUSTIN
- 25 WEST BARFIELD PK.
- 26 EAST BARFIELD PK.
- 27 NEAR WEST SIDE
- 28 NORTH LAVERGNE
- 29 SOUTH LAVERGNE
- 30 LEXINGTON PARK
- 31 LEXINGTON PARK
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- 76 LEXINGTON PARK

COMMUNITY AREA BOUNDARY

CENSUS TRACT BOUNDARY

342 CENSUS TRACT NUMBER

33 COMMUNITY AREA NUMBER

THE CHICAGO COMMITTEE ON URBAN OPPORTUNITY

(prepared by P.T.V. Planning Div.)

7/23/68

RESEARCH DIVISION

COMMUNITY DATA BASE BY

CHICAGO COMMUNITY DEVELOPMENT BOARD

PREPARED BY

DEPARTMENT OF CITY PLANNING

CHICAGO SECTION

1968

COMMUNITY AREAS AND CENSUS TRACTS

1960 CENSUS OF HOUSING AND POPULATION

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
LIST OF URBAN PROGRESS CENTERS
(INCLUDING GARFIELD NEIGHBORHOOD
SERVICE CENTER)

Englewood Urban Progress Center
839 West 64th Street 60621

Woodlawn Urban Progress Center
1030 East 63rd Street 60637

Halsted Urban Progress Center
1935 South Halsted Street 60608

Altgeld Garden Unit
967 East 132nd Place 60627

Lawndale Urban Progress Center
3138 West Roosevelt Road

Parkside Unit
6850 South Stony Island 60649

Garfield Neighborhood Service Center
9 South Kedzie Avenue 60612

South Chicago Unit
9231 South Houston Avenue 60617

Montrose Urban Progress Center
901 West Montrose 60613

Cabrini-Green Unit
1161 North Larrabee Street 60610

South Parkway Urban Progress Center
4622 South Parkway 60653

Division Street Unit
1940 West Division St. 60622

West Garfield Urban Progress Center
3952 W. Jackson Boulevard 60624

Robert Taylor Unit
4848 South State Street 60609

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
MANPOWER SERVICE PROGRAM

MANPOWER SERVICE	URBAN PROGRESS CENTER DISTRICTS			
	MODEL CITIES AREAS			
	ENGLEWOOD HALSTED DIVISION	CAB-GREEN	MONTROSE WOODLAWN S. PRKWAY	LAWNDALE GNSC W. GARFIELD
1. PROGRAM DEVELOPMENT, COORDINATION, EVALUATION: CITY-WIDE AND LOCAL	GENERAL MANPOWER SERVICE PROGRAM			
	CCUO, its Executive Committee, Manpower Subcommittee; CCUO central and field staff; Cooperating Agency staff and boards CAMPS			SAME CONCENTRATED EMP. PROGRAM
2. CORE URBAN SERVICE: RECRUITMENT, FOLLOW-UP, FAMILY COUNSELING, RECORDS	URBAN PROGRESS CENTER: Urban Life Division, CAP delegate and other cooperating agencies performing related functions			SAME--Expanded
3. CORE MANPOWER SERVICE: VOCATIONAL AND EMPLOYMENT COUNSELING, TESTING, PLACEMENT	URBAN PROGRESS CENTER: Illinois State Employment Service staff; CAP delegate and other cooperating agencies performing related functions			SAME--Plus Special CEP TRAINING CENTER UNIT of ISES
4. PRE-VOCATIONAL TRAINING	CCUO-NEIGHBORHOOD YOUTH CORPS-PREP Program CAP-Delegate agencies performing pre-vocational services CCUO Community Rep and Program Rep training			SAME--Plus Special CEP TRAINING CENTER PRE-VOCATIONAL PROGRAM 2-4 wks
5. INSTITUTIONAL TRAINING	MDTA (NYC-Coupled, and direct ISES Placement) CCUO Community Rep and Program Rep Training Chicago City College--Non-Credit Program Head Start Program			SAME--Plus Expanded Institutional Training --Literacy Training --Skills Training
6. WORK EXPERIENCE-PUBLIC	CCUO and CAP delegate agency nonprofessional program; Neighborhood Youth Corps Head Start			SAME--Plus New Careers Special Impact
7. JOB TRAINING-BUS./IND.	CCUO: On-the-Job Training			SAME--Expanded
8. FIELD CAREER COUNSELING	Neighborhood Youth Corps Work-Training Unit			CEP Career Advisors
9. FAMILY SERVICES	URBAN PROGRESS CENTER SERVICES: Legal Aid, Home Management, Housing, etc; and CAP delegate and other Cooperating Agencies performing related functions			SAME--Plus CEP Health Prog. Day Care Special Counseling

III. PROCEDURES

A. GENERAL DESIGN

2. METHODOLOGY

This proposal has been developed in the belief that CCUO can best use the "Talking Typewriter" with adults and older adolescents. The self-correcting nature prevents executing an error when the machine is programmed; however, the machine may be disengaged during the program in order to allow free typing. In all programs, reinforcing activities are needed. For adults and their families, this reinforcing support will be provided through the services already available within the UPC.

Three Urban Progress Centers and one Unit, West Division, which serves a Spanish-speaking population, will receive 18 machines. One will receive 6 machines and three will receive 4 machines each.

Wordpower training will be given on the basis of a five-day week program, with two shifts covering the morning-afternoon and evening-night periods. Each machine will accommodate 25 "sittings" per day at an average of 20 minutes per sitting.

Each group of 4 to 6 participants (the individuals within the groups working independently) will participate in the program for 20 minutes, two to five days per week. The program has been planned so that they can spend time within the ERE booth and receive supplementary supportive work. However, this could vary, depending on the individual needs and interests, so that actual time during which the machine might be used could range from 10 to 20 minutes. When not using the machine, the participant would meet with the Unit Supervisor to determine his interests and progress for programming use. Associated workbooks, supplementary study materials and additional exercises will be coordinated with the machine programs for use with unit personnel during an allied instructional period at the site or for homework, to reinforce his booth activities.

The Behavioral Research Laboratories-Sullivan reading series, Books 1 through 8, will form the basis of the beginning program; 123 cards have been programmed and more than 3,700 slides prepared, representing 40 per cent of the materials. This is an optimum program for the BRL-Sullivan materials. As the project progresses and enrollees' interests and needs are noted, additional materials will be programmed specifically for their use.

A wide variety of reading levels can be accommodated, ranging from

those individuals who, though possessing normal intelligence, cannot read at all, to those who are well-educated, but neither speak nor read English. A reading test, upon enrollment, and subsequent testing will be given. Using basic reading vocabularies, which will be increased as individuals use and request new records, materials will be programmed to cover the interests and needs of adults. Transportation facilities, current events, child care and homemaking, etc. will be some of the areas covered. Through conversations with the participants, the unit supervisors will learn their interests and program materials accordingly.

Once sufficient skills are acquired, the participants will be encouraged to enroll in other adult education programs.

During the day, most participants will be mothers. While employability is an important goal, the major emphasis will be upon their present needs. Better reading and writing skills will help them manage their households and limited funds; to understand the programs and goals of the schools their children attend. During late afternoon and evening hours, neighborhood adolescents and men will be enrolled in the project. Provisions will also be made for working women. Babysitting services will be provided at the project sites under the supervision of the Unit Supervisor; NYC personnel will care for the children. They will read stories, play simple games, work at table projects and supervise free play. A separate space and equipment will be provided for these activities within the Operation Wordpower project area.

Though NYC Unit Aides will do more with the children than just "sit," this is basically a babysitting operation, involving a small group of children for a 20 to 60 minute period. Thus, no special licensing is required, though NYCs will be given chest x-rays and blood tests before they begin to work with the children.

III. PROCEDURES

A. GENERAL DESIGN

3. RECRUITMENT AND FOLLOW-UP

Recruitment and follow-up will occur in two ways:

- Through the Urban Progress Center
- Through Component Programs

The Urban Progress Center Route

Each Urban Progress Center has an Urban Life Division which employs between 50-60 neighborhood residents as full nonprofessional neighborhood aides. These residents are called "Community Representatives" and in many ways are the heart of the Chicago community action program. Their function is to contact all families in a specific geographic area in which they must live, begin to find out what services the family needs, and urge them to make use of the Urban Progress Center as the principal means of receiving service. The idea is that once the family enters the Center, personally or by record, it immediately links into a service delivery system and the component service programs which optimizes the opportunity for self-help. When services are provided as a result of the outreach or recruitment function, the Community Representative then follows up to make certain that participation continues and that other assistance to support participation is given.

The Component Program Route

In addition to the general outreach of the Urban Life Division, which feeds persons into component programs, the component program itself becomes a source of recruitment.

Principal component programs for Operation Wordpower recruitment will be:

-- In the Manpower area:

- (1) Concentrated Employment Program, with its various components, in 2 UPCs and the Garfield Neighborhood Service Center on the West Side of Chicago.
- (2) Neighborhood Youth Corps, a city-wide program
- (3) CAP delegate agencies with nonprofessional aides, including Head Start agencies; city-wide.

- (4) Human Resources Development Program of Illinois State Employment Service in all UPCs which counsels residents for direct employment and training programs.

-- In the Component Program area

- (1) Mothers in Head Start components
- (2) Teen-age participants in CAP components

Program Coordinators, both at the central and UPC district level, will be able to work out a referral system for participants of their respective component programs into Operation Wordpower. All participants will pass through the Urban Life Division of the Center which will certify eligibility and provide other supportive services.

NOTE: See III. INTRODUCTION for descriptions of Urban Progress Center, Urban Life Division, Concentrated Employment Program, and Human Resource Development Program.

III. PROCEDURES

A. GENERAL DESIGN

4. ADMINISTRATION AND COORDINATION

Operation Wordpower will be administered by the Chicago Committee on Urban Opportunity through its central office and Urban Progress Center divisions.

1. Central: Central administration will focus primarily in the Training Division which is responsible for adult community education and job readiness programs. The combined divisions of Research and Planning will be responsible for monitoring and evaluation. All report to the Executive Director who is the project director of Operation Wordpower. Day-to-day supervision will be in the hands of a Project Manager.

The Training Division, located within a poverty area and yet adjacent to the central business district and the University of Illinois Chicago Circle Campus, has used its unique location to draw program participants, governmental agencies and the business and academic communities together. Responsible for CCUO orientation and in-service training, the division, in cooperation with area universities and junior colleges has started programs of para-professional training for CCUO nonprofessional employees and others. The ERE Unit Assistants will be one of the New Career categories to be developed.

The Training Division is also responsible for the basic literacy component of the Concentrated Employment Program and other institutional training programs within the city. Thus, they are interested in testing various methods and materials which may increase the effectiveness of the program.

2. Urban Progress Center: Field administration of the program will be handled through the Urban Progress Centers. Center division responsibilities are:

- a. Urban Life Division

- .Recruitment and follow-up of participants and their families
- .Supportive service programming
- .Certification of eligibility for Operation Wordpower

b. Human Development Division

- .Supervision of Operation Wordpower at the Center level
- .Referral of work experience and other component program enrollees to Urban Life Division for literacy training.

c. Environmental Development Division

- .No direct responsibility, but follow-through on environmental problems reported by participants as part of total service approach.

III. PROCEDURES

B. POPULATION AND SAMPLE

Neighborhood residents of Urban Progress Center districts and out-post areas will be the primary beneficiaries of the program. They are divided into four groups:

- Residents who are enrolled in training and work experience programs.
- Participants in non-manpower program components; e.g., mothers in Operation Head Start or teen-agers in recreation or cultural enrichment programs.
- Residents not enrolled in work experience or other components who are recruited by Community Representatives.
- Children of Operation Wordpower enrollees who will be in a play group approximately 2 hours each week while their parents are engaged in the reading program.

As neighborhood residents, they share certain characteristics which are typical of the target population of CCUO; as program participants and enrollees they may share other characteristics. Both types of characteristics. Both types of characteristics are discussed below.

III.B.1. NEIGHBORHOOD POPULATION

Target population in CCUO neighborhoods or districts can be measured best by two studies. The first was completed as part of the formation of CCUO and is based on the 1960 census. The second was completed as part of the Garfield Neighborhood Service Program in August 1967. They are described below.

B.1.a. 1960 CENSUS POPULATION

The overall target population of the Chicago Committee on Urban Opportunity is 1.5 million persons residing in an inner city district that radiates from the downtown area north, west to the city boundaries, and south. This figure is based on an analysis of the 1960 Census. Not all persons residing in these areas were poor according to income standards promulgated by OEO and others in 1964 and 1965. CCUO, however, described poverty not merely by income but as

a series of inadequacies in income, education, employment, and housing. In short, as a multiple problem which had to be solved with multi-services and programs. CCUO said that persons suffering these lacks were out of the mainstream of American life.

It measured its poverty areas by these standards and took the position that all persons residing in these areas, except of course, those in the upper-class fringe neighborhoods, were to some extent out of the mainstream. They were eligible for certain services based on need. This need would be determined by the Urban Life Division of the Urban Progress Center which would bring a multiple service program to a particular district.

Of the 1.5 million, 89 per cent were receiving public assistance, 78 per cent lived in housing not up to standard, and 44 per cent of those 21 and over had educations of 8 grade or less. (See chart accompanying this section for Summary of Poverty Indicators based on the 1960 Census)

B.1.b. GARFIELD NEIGHBORHOOD SERVICE POPULATION

A population survey completed on the West Side of Chicago, August 1967, as part of the Garfield Neighborhood Service program gives current information on the characteristics of the target population. The survey showed that 77,255 persons resided in the GNS area. More than one-third of the persons in the area received public assistance. Of 10,727 young adults 16 through 21 years of age, 46.5 per cent were enrolled in high school, continuation school, vocational school or college; and 34.5 per cent had not completed high school. Of 16,560 adults, 22 through 41 years of age, 17.4 per cent completed less than 8 years of education and 49.6 per cent less than 11 but more than 8.

(See Exhibit 6 for charts describing the overall GNS population and characteristics)

B.2 PROGRAM COMPONENT POPULATION

Program component participants may be divided into beneficiaries of training, work experience, and employment service programs; and beneficiaries of non-manpower programs. These beneficiaries or participants are drawn from the overall CCUO target population described above. Their respective characteristics can be measured best in two reports: the CAP Management Information System (MIS) report for period January-March, 1968 and the Special Manpower Report as of June 1968. Each are described below.

B.2.a. CAP-MIS REPORT

The January-March, 1968 report shows that 211,427 persons participated in one or more CAP programs in manpower, education, housing, health, and community services. Of these, 33,015 were 16 through 21; and 68,201 were 22 through 44. Employed in these programs were 1,539 paid nonprofessionals; 5,329 persons received jobs through referrals offered by these programs. (See Chart, Administrative Program Progress Report which accompanies this section)

B.2.b. SPECIAL MANPOWER REPORT: WHO ARE MANPOWER PROGRAM PARTICIPANTS?

CCUO's Special Manpower Report; issued monthly includes a section on "Who are Manpower Program Participants?" Three major programs are compared:

- (1) The Chicago Plan, which lasted from December 1965 through June 1967.
- (2) Human Resources Development Program of ISES which began in August 1967.
- (3) Concentrated Employment Program which began August 1967.

The latest report shows that of all persons enrolled in these programs, from 53.9 to 62.5 per cent completed less than 12 but more than 8 years of education; that persons aged 22 through 44 ranged from 50.5 per cent to 55.4 per cent of those enrolled; while those 45 years and older ranged from 8.8 per cent to 18.5 per cent.

(See Chart, Special Manpower Report, Who Are Manpower Program Participants which accompanies this section.)

B.3. SAMPLE POPULATION

Enrollees for Operation Wordpower will be drawn from the program component beneficiaries including those in training and work experience and from the community-at-large. Machines will be installed in three Urban Progress Center districts and one Urban Progress Center Outpost, the Division Street Unit, which serves a largely Puerto Rican area. At least one other installation will be on the West Side to link into the Concentrated Employment Program which has been described elsewhere; it is possible that all installations will be on the West Side giving coverage to the entire Concentrated Employment Program area which includes the Garfield Neighborhood Service Program area and the proposed Model Cities area. Hence, optimum linkages would occur. At the same time, it may prove desirable to place at least one installation in a South Side Urban Progress Center and one in a North Side Center to give geographical representation to all CCUO districts.

When the proposed program is fully operative, a minimum of 450 to a maximum of 1,800 persons could receive training in a 12-month period. The 450 figure is based on 450 persons attending 5 sessions per week for one year; the 1,800 figure on two groups of 450 attending 3 sessions per week for 6 months and 2 groups of 450 attending 2 sessions per week for 6 months. A person will have completed the "course of instruction" when he is reading at a level which enables him to enroll in regular adult education courses.

During the first year, it is expected the actual minimum enrollment will be 900 persons attending 4 to 6 months each, while the maximum may be 1,800, with enrollees attending 2-3 days per week, for 4-6 month sessions.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

SUMMARY OF POVERTY INDICATORS
FOR THE TOTAL CITY OF CHICAGO AND WITHIN
THE INNER AND MIDDLE POVERTY RINGS
1960 CENSUS

	CITY OF CHICAGO		INNER POVERTY RING*		INNER & MIDDLE POVERTY RING**	
	Number	Percent	Number	Incidence	Number	Incidence
TOTAL POPU-						
LATION (April 1960)	3,550,404	100.0	901,527	25.4	1,495,433	42.1
White	2,712,748	76.4	249,799	9.2	761,820	28.1
Non-white	837,656	23.6	651,728	77.8	733,614	87.6
TOTAL FAMILIES						
(April 1960)	909,204	100.0	192,898	21.4	344,028	37.8
Poor Families (Under \$3,000)	123,214	13.6	54,485	44.2	75,339	61.1
PUBLIC ASSISTANCE						
RECIPIENTS (May 1962)	272,860	7.7	210,870	77.3	243,520	89.2
SUBSTANDARD HOUSING						
(April 1960)	170,094	14.0	92,509	54.4	133,795	78.6
ADULTS WITH 8 GRADES						
OR LESS (April 1960)	916,667	42.9	241,844	26.4	407,341	44.4
MALE JUVENILE DELIN-						
QUENTS (1958-1961)	14,137	11.4	7,157	50.6	9,500	67.1
UNEMPLOYED (April 1960)	86,455	5.4	37,356	40.9	53,170	61.5
LAND ACREAGE	507	100.0			55.6	26.8
	sq.mi.				sq. mi.	

*Inner Poverty Ring includes community areas (28) Near West Side; (33) Near South Side; (36) Oakland; and (38) Grand Boulevard or Zone 1 and (8) Near North Side; (27) East Garfield; (29) North Lawndale; (31) Lower West Side; (32) Loop; (35) Douglas; (37) Fuller Park; (39) Kenwood; (40) Washington Park; (42) Woodlawn; (54) Riverdale; and Englewood or Zone 2.

**Middle Zone or Zone 3 includes community areas (3) Uptown; (7) Lincoln Park; (23) Humboldt Park; (24) West Town; (26) West Garfield; (34) Armour Square; (60) Bridgeport; and (69) Greater Grand Crossing.

SUMMARY

1.3

ADMINISTRATION PROGRAM PROGRESS REPORT
PARTICIPANT, STAFF, AND ADMINISTRATIVE SUMMARY

CHICAGO

STATE
ILLINOIS

NAME OF CAA

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

GRANT NO.

Budget Bureau No. 116-K0067
Approval expires October 31, 1968REPORT FOR PERIOD OF (From - To)
January-March 31, 1968

COMPONENT NO.

DATE SUBMITTED

REPORTS CONTROL SYMBOL
OEO-CADM4

DE	PARTICIPANT CHARACTERISTICS		TOTAL NO. CAP PARTICIPANTS (Actual)*	CODE	PROGRAM INFORMATION		NO./RESULTS
	(2)	PA 00.00	(3)	(4)	(5)	(6)	
1	1. PARTICIPANTS				2. NO. PARTICIPANTS OBTAINING JOBS	PA 00.00	
01	A. TOTAL PARTICIPANTS		211,427 1/	1324 1325	A. NO. THROUGH REFERRALS B. NO. THROUGH ALL OTHER PROGRAMS		5,329 2/ 38
	B. AGE RANGE				3. CAA STAFF COMPOSITION (End of Period)		
02	(1) 0-5		7,846	1326	A. TOTAL NO. PAID PROFESSIONALS		1,152
03	(2) 6-15		11,183		(1) NO. FULL-TIME		828
04	(3) 16-21		33,015	1327	(2) NO. PART-TIME		46
05	(4) 22-44		68,201	1328	B. TOTAL NO. PAID RESIDENT NONPROFESSIONALS		1,539
06	(5) 45-64		28,126	1329	(1) NO. FULL-TIME		1,182
07	(6) 65 AND OVER		6,990	1330	(2) NO. PART-TIME		111
	C. FAMILY INCOME				C. TOTAL NO. OTHER PAID STAFF		616
08	(1) NUMBER ABOVE LINE		38,265	1331	(1) NO. FULL-TIME		443
	(2) NUMBER BELOW POVERTY LINE			1332	(2) NO. PART-TIME		22
09	(A) \$1 - 499		16,478		D. TOTAL NO. VOLUNTEERS		3,755
10	(B) \$500 - 1,499		15,914	1333	(1) NO. FULL-TIME		52
11	(C) \$1,500 - OR MORE		61,351	1334	(2) NO. PART-TIME		3,703
12	D. NO. FAMILIES RECEIVING WELFARE PAYMENTS		6,636	1335	E. TOTAL CAA STAFF (2A - D)		7,062
	E. SEX				4. CAA STAFF (Racial/Ethnic Groupings)		
13	(1) MALE		32,901	1336	A. CAUCASIAN (Total)		280
	(2) FEMALE		29,137	1337	(1) MEXICAN-AMERICAN		11
14	F. RACIAL/ETHNIC GROUPS			1338	(2) PUERTO RICAN		34
	(1) CAUCASIAN (Total)		28,091		(3) OTHER CAUCASIAN		211
15	(A) MEXICAN - AMERICAN		4,423	1339	B. NEGRO		549
16	(B) PUERTO RICAN		6,394	1340	C. AMERICAN INDIAN		10
17	(C) OTHER CAUCASIAN		16,965	1341	D. ORIENTAL		5
18	(2) NEGRO		171,890	1342	E. OTHER		58
19	(3) AMERICAN INDIAN		1,737	1343	5. CAA STAFF (Sex)		
20	(4) ORIENTAL		371	1344	A. MALE		451
21	(5) OTHER		5,630	1345	B. FEMALE		477
22	G. TOTAL HEADS OF HOUSEHOLD		60,884	1346			
23							

Total number of individuals participating in one or more CAP program accounts in Manpower, Education, Housing, Health, and Community Services. Each individual should be counted only once.

Total number of individuals participating in one or more CAP program accounts in Manpower, Education, Housing, Health, and Community Services. Each individual should be counted only once.

AP FORM 53b

(REV. JUN 67)

PREVIOUS EDITIONS ARE OBSOLETE. 1/

In addition 2,654 buildings inspected 2/ Includes 1,627 repeat placements.
for Rodent Control (January only)

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

SPECIAL MANPOWER REPORT

Who Are Manpower Program Participants *

	<u>Chicago Plan</u>	<u>Illinois State Employment Service</u>	<u>Concentrated Employment Program</u>
Total Number	6,176	9,993	3,583
<u>Race</u>			
Percent:			
White	21.3	35.0	0.5
Nonwhite	78.7	65.0	99.5
<u>Sex</u>			
Percent:			
Male	42.8	48.1	47.2
Female	56.6	51.9	52.8
<u>Age</u>			
Percent:			
Under 22 Years	24.7	48.6	40.7
22 thru 44 Years	55.4	43.9	50.5
45 Years and Older	18.5	7.6	8.8
<u>Education</u>			
Percent:			
8 Grades or Less	16.8	10.0	22.1
9 thru 11 Grades	57.3	62.5	53.9
12 Grades or More	24.0	27.3	24.0

* Characteristics of manpower program participants are taken from the Chicago Plan results from December 1965-June 1967, the October - December 1967 quarter of minority group applicants of the Illinois State Employment Service-Human Resource Development Program, and the enrollees in the Concentrated Employment Program as of June 1968.

RESEARCH DIVISION

June 1968

III. PROCEDURES

C. DATA AND INSTRUMENTATION

The Family and Personal Profiles completed for each participant will provide data on which progress can be measured. The Urban Life Advisor within the Center will review and update these profiles every two months. As a result of these actions, the ULA will develop an on-going family program providing as many services as possible which will be supportive to the literacy program. See Exhibit 7 for example of Family and Personal Profiles.

Pre and post-tests of language arts proficiency, using standard measures which can be related quantitatively to nation-wide achievement norms, as well as to individual progress will be initiated for Wordpower participants. Progress measurement for each student will be based on curriculum-related placement tests and unit checks. The free-typing modes of the ERE-4 enables the conduct of such tests with concomitant permanent record of performance for analysis and report.

III. PROCEDURES

D. ANALYSIS

The main method of evaluating the program will be through observation and testing of participants. Any increase in reading ability will indicate some degree of success. The greater the increase, the greater the program's success.

Other measures of the project's value will be the improved speaking and writing ability of the enrollees, plus their increased capacity to cope with the problems of their everyday lives. An increased understanding of the work their youngsters are doing in school should also result.

Specific program results will be measured by:

1. Results of standardized tests and curriculum related tests. These will be compared to the test results of enrollees in other types of adult education programs..
2. Daily record keeping will include written observations and quantitative check lists prepared by project personnel. Pertinent variables include behavioral change, attendance, library usage, verbal expression and other relatively objective indices of motivation and attitude modification.
3. Acceptance into job training programs, school, job advancement, etc.

III. PROCEDURES

E. Time Schedule

The project period will be from September 1, 1968 to August 31, 1969.

1. Phasing-In of Sites

See charts which accompany this section: Installation Schedule and Machine Rental Schedule.

2. Phasing-In of Program -- Staff and Participants

First Month:

1st Week

1 Operation Wordpower Project Manager	12 Months
2 Operation Wordpower Program Specialists	12 Months

ORIENTATION TO CCUO

2nd Week

3 Operation Wordpower Unit Supervisors	11 3/4 Months
--	---------------

ORIENTATION OF PROJECT STAFF TO CCUO
AND PROJECT

3rd and 4th Weeks

TRAINING PROGRAM

Second Month:

5th Week

2 Operation Wordpower Unit Assistants	11 Months
4 Operation Wordpower Unit Aides-NYC	11 Months

STAFF ORIENTATION AT UPC -- interviewing of potential participants, initial training of sub-professional staff (Assistants, Aides, etc.).

6th Week

3 Operation Wordpower Unit Supervisors	10 3/4 Months
--	---------------

ORIENTATION TO CCUO AND PROJECT (For Unit Supervisors)

PROJECT STARTS AT FIRST UPC
Minimum capacity, 100 participants

7th and 8th Weeks

TRAINING PROGRAM (For Unit Supervisors added in Week 6)

The complete staff, following the above listed initial activity schedule, will be placed into the program as shown in the charts accompanying this section.

- Phasing of Staff by Site - Chart One
- Phasing of Staff by Month - Chart Two

3. Time Schedule in a Given UPC

Activities of Supervisors and Attendants are listed. Five minute breaks are allowed between each group of participants. These are not "free" periods, but allow for transition and preparation between groups. (See chart accompanying this section: UPC Schedule)

INSTALLATION SCHEDULE

PHASING OF SITES*

	UPC #1 + ++ IN CUM	UPC #2 IN CUM	UPC #3 IN CUM	UPC #4 IN CUM	Total Machines within CCUO sites
2nd Month	4 4				4
3rd Month	.....	4 4	2 2		10
4th Month	.....	2 6	2 4	4 4	18
5th Month	.....	.....	.....	.....
6th Month	.....	.....	.....	.....
7th Month	.....	.....	.....	.....
8th Month	.....	.....	.....	.....
9th Month					
10th Month					
11th Month					
12th Month	.....	.....	.....	.....	18

+In = Installed

++Cum = Cumulative

* Specific UPCs to be determined later

MACHINE RENTAL SCHEDULE

PHASING OF SITES*

COST OF MACHINE RENTAL

MONTH	MACHINES	INSTALLED	RENTAL	NUMBER OF CENTERS
	CURRENT	CUMULATIVE		
2nd Month	4	4	4,000	1
3rd Month	6	10	*10,000	3
4th Month	8	18	18,000	4
5th Month	0	18	18,000	4
6th Month	0	18	18,000	4
7th Month	0	18	18,000	4
8th Month	0	18	18,000	4
9th Month	0	18	18,000	4
10th Month	0	18	18,000	4
11th Month	0	18	18,000	4
12th Month	0	18	18,000	4
TOTAL			<u>\$176,000</u>	

NOTE: *Program will be phased in as follows:

STEP 1 Completion of plans -- Hiring of initial personnel

STEP 2 First Month Initial personnel on staff

STEP 3 Second Month Machines installed; Assistants, Aides
start to be phased in.

Second Week of Second Month Participants begin at
first site.

OPERATION WORDPOWER

CHART ONE

PHASING OF STAFF BY SITE - EACH DOUBLE SHIFT
(EXCEPT TRAINING SITE)

Figures are cumulative indicating staff at each UPC at given time until fully staffed.

NOTE:

(+ No.) indicates number of new people added in that position that month.

FIRST MONTH

CENTRAL

- | | | |
|---|--|--|
| 1 | Operation Wordpower
Project Director | One month prior to instal-
lation of machines |
| 2 | Operation Wordpower
Program Specialists | One month prior to instal-
lation of machines |
| 1 | Senior Stenographer | |

Second Week of First Month

UPC #1

- | | | |
|------------------------------------|---|--|
| 3 | Operation Wordpower
Unit Supervisors | Three weeks prior to instal-
lation of machines |
| (1 later to be assigned to UPC #2) | | |

SECOND MONTH

UPC #3

- | | |
|---|--|
| 3 | Unit Supervisors |
| 2 | Operation Wordpower (+2)
Unit Assistants |
| 4 | Operation Wordpower (+4)
Unit Aides - NYC |

Second Week of Second Month

UPC #2

- | | | |
|---|-----------------------|--|
| 2 | Unit Supervisors (+1) | <u>NOTE:</u> 1 of the 3 Unit Super-
visors at UPC #1 will be
transferred to UPC #2 at this
point. |
| 2 | Unit Supervisors (+2) | |

UPC #3

- | | |
|---|-----------------------|
| 2 | Unit Supervisors (+2) |
|---|-----------------------|

THIRD MONTH

UPC #2

- | | |
|---|-----------------------|
| 2 | Unit Supervisors |
| 2 | Unit Assistants (+2) |
| 4 | Unit Aides - NYC (+4) |

UPC #3

- | | |
|---|-----------------------|
| 2 | Unit Supervisors |
| 2 | Unit Assistants (+2) |
| 2 | Unit Aides - NYC (+2) |

CHART ONE

PHASING OF STAFF BY SITE - EACH DOUBLE SHIFT
(EXCEPT TRAINING SITE)

THIRD MONTH (Contd.)

Second Week of Third Month

UPC #4 2 Unit Supervisors (+2)

FOURTH MONTH

UPC #2 2 Unit Supervisors
 4 Unit Assistants (+2)
 6 Unit Aides - NYC (+2)

UPC #3 2 Unit Supervisors
 2 Unit Assistants
 4 Unit Aides - NYC (+2)

UPC #4 2 Unit Supervisors
 2 Unit Assistants (+2)
 4 Unit Aides - NYC (+2)

ALL SITES FULLY STAFFED

CHART TWO

PHASING OF STAFF - BY MONTH

	PROJECT DIRECTOR	PROGRAM SPECIALISTS	Sr.Steno	UNIT SUPERVISORS	UNIT ASSISTANTS	NYC UNIT AIDES	ESTIMATE MINIMUM NUMBER OF NEW PARTICIPANTS +
1st Month	1	2	1				
1st Month 2nd Week				3			
2nd Month					2	4	
2nd Month 2nd Week				3			100
3rd Month					4	6	
3rd Month 2nd Week				2			150
4th Month		FULLY STAFFED			4	8	
4th Month 2nd Week							200
5th Month							
5th Month 2nd Week							
6th Month							
6th Month 2nd week							
7th Month							
7th Month 2nd Week							
8th Month							
8th Month 2nd Week							100
9th Month							

OPERATION WORDPOWER

CHART TWO

	PROJECT DIRECTOR	PROGRAM SPECIALISTS	SR. STENO	UNIT SUPERVISOR	UNIT ASSISTANTS	NYC UNIT AIDES	ESTIMATE MINIMUM NUMBER OF NEW PARTICIPANTS
9th Month 2nd Week							150
10th Month							
10th Month 2nd Week							200
11th Month							
11th Month 2nd Week							
12th Month							
12th Month 2nd Week							
13th Month							
13th Month 2nd Week							
14th Month							
14th Month 2nd Week							248
TOTAL	<u>1</u>	<u>2</u>	<u>1</u>	<u>8</u>	<u>10</u>	<u>18</u>	<u>904+</u>

+Number of participants in this column represents a minimal figure based upon each person attending five days per week. If half the enrollees attend 3 days per week and the other half attend 2 days, possibly alternating the number of days every other week so that all attend the same number of times with a given month, the intake would rise to a maximum of 1,800. Budget figures are based upon two-thirds of this maximum or 1,200. The intake figures allow for new enrollees at the end of each six month period.

UPC SCHEDULE

FIRST SHIFT

SECOND SHIFT

TIME	ACTIVITY	ADULTS DIRECTLY SERVED		TIME	ACTIVITY	ADULTS DIRECTLY SERVED	
		At 1 Site	At 3 Sites			At 1 Site	At 3 Sites
8 - 9 a.m.	Staff preparation and review	0	0	2 - 3:30 p.m.	Staff preparation and review	0	0
9 - 9:20	Instruction	6	4	3:30 - 3:50	Instruction	6	4
9:25 - 9:45	Instruction	6	4	3:55 - 4:15	Instruction	6	4
9:50 - 10:10	Instruction	6	4	4:20 - 4:40	Instruction	6	4
10:15 - 10:35	Instruction	6	4	4:45 - 5:05	Instruction	6	4
10:40 - 11:00	Instruction	6	4	5:10 - 5:30	Instruction	6	4
11:05 - 11:25	Instruction	6	4	5:35 - 5:55	Instruction	6	4
11:30 - 11:50	Instruction	6	4	5:55 - 6:55	Dinner Break	6	4
11:50 - 12:00	Staff preparation and review	0	0	6:55 - 7:15	Instruction	6	4
12:00 - 1 p.m.	Lunch Break	0	0	7:20 - 7:40	Instruction	6	4
1 - 1:20	Instruction	6	4	7:45 - 8:05	Instruction	6	4
1:25 - 1:45	Instruction	6	4	8:10 - 8:30	Instruction	6	4
1:50 - 2:10	Instruction	6	4	8:35 - 8:55	Instruction	6	4
2:15 - 2:35	Instruction	6	4	9:00 - 9:20	Instruction	6	4
2:40 - 3:00	Instruction	6	4	9:20 - 10:00	Staff preparation and review	0	0
3:05 - 3:25	Instruction	6	4				
3:25 - 4:00	Staff preparation and review	0	0				
TOTAL	13 Groups	78	52	TOTAL	12 Groups	72	48

*On alternate days the second shift will work with the first shift's 10th and 11th groups so as to balance the work load and equalize preparation and review periods.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

NARRATIVE DESCRIPTION

IV. PERSONNEL

INTRODUCTION

Operation Wordpower will be under the general direction of Deton J. Brooks, Jr., who is also Executive Director of the Chicago Committee on Urban Opportunity. Day-to-day administration of the program will be under a Project Manager. (Data on Deton J. Brooks accompanies this section.)

A. Professional Staff

1. Operation Wordpower Project Manager

Stationed in the Training Division, the Operation Wordpower Project Manager will be responsible for the administration of the project, the functioning of all staff and the development of the program. He will be on staff for the full length of the first program year, which will be 12 months. His immediate supervisor will be determined before the program starts its operations.

The individual selected to run the program will have administrative experience and a knowledge of remedial programs and adult education. Past experience working with adults will be essential and background in the use of programmed materials will be desirable.

2. Operation Wordpower Program Specialist

The Operation Wordpower Program Specialist will have a less extensive, but similar background to that of the Project Director. Two will enter the program at its start and be employed for 12 months.

3. Operation Wordpower Unit Supervisor

A Unit Supervisor will be hired for each shift within each UPC or Outpost. (Two shifts or "units" within each site x 4 sites = 8 supervisors)

The Unit Supervisor will be responsible to the Project Director. He will be in charge of his unit and its staff.

The first 3 Unit Supervisors will be employed 11-3/4 months during the program's first year. (First year -- 12 months) Others will be phased in 3 weeks prior to the installation of machines at their site and 1 month before the participants assigned to them begin. They should have a strong background in remedial and adult education, be able to work well with people and have an understanding of the problems of poverty. They must be able to supervise neighborhood personnel and be willing to develop plans for the NYC personnel assigned to them, so that the youths do more than "just sit" with the youngsters of participants left in their care. This will necessitate background preparation in a field with which the Supervisors may not be overly familiar.

B. Neighborhood Staff

1. Operation Wordpower Unit Assistant

For each unit with 6 machines, there will be 2 Unit Assistants, and for those with 4 machines, 1 Assistant will be hired. They will begin work one week before the project opens at their site. These individuals will either come from the sub-professional staff of CCUO and its delegate agencies, who will be upgraded and/or placed in a job better suited to them, or they will be drawn from other under-employed residents of poverty area communities.

They will work directly with the participants, operating the booths and equipment, doing some programming, etc. Unlike the Supervisor, their approach to the participant will be one of non-involvement--they will simply give the assistance and instruction requested. They will neither correct nor praise. However, within this structure, they must be able to convey a feeling of warmth and friendliness to the participants.

2. Operation Wordpower Unit Aide - NYC

On staff one week before the site opens to participants and responsible to the Unit Supervisor, 3 Aides will be assigned to each shift at each Center or Outpost having 6 machines, and 2 to those sites with 4. The Aides will be responsible for keeping the site area clean (not maintenance work, but normal tidying-up necessary in every office), clerical work, and supervision of the participants' youngsters who accompany their parents to the program.

As previously stated, they will do more than "sit." The

Unit Supervisor will help them develop positive activities for the children. They will also be encouraged to register for the various classes offered by the City Junior Colleges in this area. The business section of the UPC will provide training in the clerical area.

Most likely, the Aides assigned to the afternoon-evening shift will do most of the clerical work, as it is unlikely that parents will bring children after 1:30 p.m. However, once the program is in operation, it may be feasible to alternate the shifts of the NYCs so that their experiences can be more varied.

When they need the instruction, NYCs will be enrolled in the program as participants.

C. Clerical Staff

A Senior Stenographer, employed 12 months, will work for the Project Manager in the central office. Other clerical chores will be done by the NYCs at the project site.

DETON J. BROOKS, JR., Ed. D.

BORN: January 14, 1909
Chicago, Illinois

EDUCATIONAL
BACKGROUND:

- 1932-1935 - University of Chicago
B. S., Major - Mathematics
- 1935-1937 - University of Chicago
Graduate Work in Field of
International Relations
- 1956-1958 - Teachers College, Columbia University
M. A. and Ed. D.

MARITAL STATUS: Married, one child

WORK
EXPERIENCE:

- 1930-1941 - Teacher in the Chicago Elementary Schools
- 1941-1944 - Mathematics Teacher in the Chicago High
Schools
Leave of Absence from Chicago High Schools
- 1944-1946 - War Correspondent for the Chicago Defender
Newspaper in the Far East
(China, Burma and India)
- 1947-1948 - National and Administrative Officer of the
Chicago Defender
- 1949-1950 - Personnel Director and subsequent Executive
Director of the New York City Rent
Commission
- 1950-1952 - Administrative Assistant to the Commissioner
of Welfare, New York Department of
Welfare
- 1952-1953 - Executive Vice Chairman of the Citizens'
Planning Council of New York City
- 1953-1954 - Organizational Consultant for the Welfare
and Health Council of New York City
- 1954-1955 - Educational Director of the New York
State Training School for Girls

WORK

EXPERIENCE:

(Continued)

- 1956-1958 - Research Assistant and Research Associate
Horace Mann-Lincoln Institute of School
Experimentation
Teachers College, Columbia University
- 1958 to - Director of Research and Statistics
June, 1964 Cook County Department of Public Aid
- 1961-1964 - Research Associate, Loyola University
School of Social Work
- April 27, - Executive Director
1964 Chicago Committee on Urban Opportunity

PROFESSIONAL

ORGANIZATION

MEMBERSHIPS:

- The American Academy of Political and Social Science
- American Association of School Administrators
- American Public Welfare Association
- American Society for Public Administration
- American Statistical Association
- Illinois Welfare Association
- Phi Delta Kappa Honorary Educational Fraternity
- National Association for Community Development
- National Catholic Social Action Conference
- National Conference on Social Welfare
- National Education Association

CIVIC AND OTHER

PROFESSIONAL

ACTIVITIES:

(Current)

- Member, Committee for Full Employment, Chicago
Association of Commerce and Industry
- Member, Research Clearing House Committee, Chicago
Association of Commerce and Industry
- Member, Advisory Committee on Vocational Education,
Chicago Board of Education
- Member, Executive Committee, Mayor's Committee on
New Residents, Chicago Commission on Human
Relations
- Member, Chicago Committee for Illinois Sesquicentennial
Observance
- Chairman, Chicago Cooperative Area Manpower Planning
Systems Committee
- Member, State Cooperative Area Manpower Planning
Systems Committee
- Member, Board of Directors, Cosmopolitan Chamber
of Commerce
- Honorary Chairman, Government Agencies Division,
1968 Jewish United Fund of Metropolitan
Chicago
- Member, Executive Committee, Great Lakes Area
Conference
- Secretary, Board of Directors, Illinois Association
of Community Action Chairmen and Executive
Directors

CIVIC AND OTHER
PROFESSIONAL
ACTIVITIES:
(Current -
Continued)

Member, Illinois Committee for the 1970 White House Conference on Children and Youth
Member, Advisory Metropolitan Chicago Mental Health Planning Council, to the Illinois State Mental Health Planning Board
Member, Board of Directors, National Association for Community Development
Member, Advisory Council, Roosevelt University's Interdepartmental Graduate Program in Urban Studies
Member, National Advisory Committee for Curriculum Development for New Careers, University Research Corporation.
Member, W-NUS Advisory Board .

(Past)

Member, Board of Directors, American Statistical Association, Chicago Chapter (1965)
Consultant, Reading Improvement for Adults Committee, American Library Association
Member, Committee on Services for Children and Youth, American Public Welfare Association (1965)
Vice President and Member, Catholic Interracial Council
Member, Chicago Conference on Religion and Race
Honorary Chairman, Government Agencies Division, 1965, 1966, and 1967 Combined Jewish Appeal of Metropolitan Chicago
Member, Curriculum Council Steering Committee for Basic Adult Education, the Chicago Board of Education
Member, Editorial Board, New City Magazine, published by the Catholic Council on Working Life

AWARDS:

The 1964 Good American Award from the Chicago Committee of One Hundred, April 1, 1964:

"for outstanding contributions in the field of human relations and for practicing the basic principles of American democracy."

Merit Award from the Women's Auxiliary, Chicago Branch, National Association for the Advancement of Colored People, March 28, 1965:

"An expression of acknowledgement and of gratitude for civic services rendered for the benefit and uplift of the total human society."

Ada Park Youth Week Award, for:

"Meritorious service to Youth - May, 1965"

AWARDS:

(Continued)

Brotherhood Award from the Chicago Conference for
Brotherhood, Inc., February 18, 1968

"for service rendered to Chicago and the
nation in attempting to remove the cancer
of poverty from the slums of the nation's
second largest city."

Revised

2/26/68

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

NARRATIVE DESCRIPTION

V. FACILITIES

The ERE facility within the UPC will be divided into 3 sections:

A. Reception-Office-Study Area

This will be furnished to present a library-study atmosphere. The participants will enter and leave their coats and other belongings here. There will be books, magazines and supplementary program materials for the enrollees to use before and after they have been in the booth.

The room will have table, comfortable chairs, couch, bookshelves, curtained windows, etc.

The Unit Supervisor will have his desk in this room, a space being set aside in a corner, possibly surrounded by a partial partition to allow for privacy during conversations between the Supervisor and participants.

B. Booth Area

This section will be equipped to meet the technical needs of the program.

C. Children's Area

Book and toy shelves, children's tables and chairs, wall decorations and curtains will make this a cheerful and inviting place for the youngsters to wait and play, while their parents are involved in the program.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
ONE NORTH WACKER DRIVE • ROOM 500
CHICAGO, ILLINOIS 60606

MAYOR RICHARD J. DALEY
Chairman

CLAIR M. RODDEWIG
Vice Chairman

DETON J. BROOKS, JR.
Executive Director

TEL. 782-8713

July 22, 1968

OPERATION WORDPOWER

Budget Summary

Proposal for a Special Experimental Demonstration Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966 (P.L. 89-750).

Fiscal Year: 1969

Total Funds Requested 1/

A. DIRECT COSTS:

1. Personnel Salaries:

a. Project Manager	\$ 17,640
b. Professional Staff (No. Full-Time: 10).	
c. Professional Staff (No. Part-Time: 0).	78,096
d. Consultants (No. *).	9,000
e. Secretarial and Clerical (No. 1).	6,636
f. Other Supporting Staff (No. 10+).	---

Sub-Total Personnel Salaries \$111,372

2. Employment Services and Benefits.	2,559
3. Travel.	4,664
4. Required fees, if any	---
5. Communication	---
6. Supplies, Printing and Printed Materials.	49,005
7. Equipment (Rentals and Purchases.	185,056
8. Rental of Space	---
9. Minor Remodeling of Space	24,000
10. Utilities and Custodial Services (If not included in any other item.	---

Total, Direct Costs. \$376,656

* 90 Man Days

+ Includes 10 Adult sub-professionals and 18 NYCs whose salaries are not reflected in personnel costs.

B.	COST SHARING (Contributions of Grantee and Other Sources . . .	\$
C.	TOTAL FEDERAL DIRECT COSTS (Total Direct Costs minus Cost Sharing).	
D.	INDIRECT COSTS 6%	22,599
E.	TOTAL FEDERAL FUNDS REQUESTED (Item C plus Item D)	
		<hr/> \$399,255

1/ The cost of each component of the amount requested for each line item should be itemized or fully explained in the Budget Explanations Section of the proposal.

OPERATION WORDPOWER

BUDGET EXPLANATIONS

INTRODUCTION

The following substantiation represents an estimate of the cost of the initial twelve month operation of the ERE equipment at 4 different sites, six machines at one site and four machines at three sites; all operating on a double shift (two staff units). In developing this budget, the following premises were used:

I. PERSONNEL

Operation Wordpower Unit Assistants will be upgraded sub-professionals or other underemployed neighborhood adults. Their wages will be covered through Urban Progress Center funds under OEO.

II. TRAVEL

It will be necessary for the Project Director to visit similar programs, attend conferences, etc. during the year and possibly to make additional trips; he will be accompanied by Planning and Training Division staff members.

III. SPACE COSTS AND RENTALS

A. It is presumed that:

1. A quiet space, approximately 20 feet square, is available within the four UPCs for NYCs who will be working with the participants' children.

2. Information received that this sort of baby-sitting/story telling activity does not require further licensing is correct.

B. Space Costs will be covered by Community Action Program funds under OEO.

C. Remodeling costs have been figured as the program area must be soundproofed and air conditioned. The figure currently used is based on a Planning Division estimate plus the assumption that the space provided will each have one outside wall with a window.

IV. CONSUMABLE SUPPLIES

Maintenance supplies and telephone and telegraph (the latter normally under "Other Costs",) etc., will be absorbed by the UPCs' operating budgets.

V. EQUIPMENT

CCUO will rent the machines for \$1,000 per month including installation and maintenance. Cabinets and installation procedures will be an improvement over the Westinghouse Area Vocational School facilities.

VI. TOTAL COST

At a total cost of \$399,255, for a minimum of 900 participants, the per person cost is about \$444; for a maximum of 1,800, the per person cost is \$222 each, and, for the

1,200 figure used in determining the cost of supplies, etc.

(two-thirds of the maximum), the per person cost is \$333.

1. PERSONNEL SALARIESPROFESSIONAL

1. Operation Wordpower Project Manager \$ 17,640
 Gr. 20 - \$1,470 mo. - 12 mos.
 \$17,640 per year

2. Operation Wordpower Program Specialist 19,632
 Gr. 14 - \$ 818 mo. - 12 mos.
 9,816 year

Operation Wordpower Unit Supervisor
 Gr. 12 - \$ 672 mo. - \$8,064 year

3 for 11 3/4 mos. 23,688
 3 for 10 3/4 mos. 21,672
 2 for 9 3/4 mos. 13,104

Total Professional Staff \$ 95,736

CLERICAL

1 Senior Stenographer 6,636
 Gr. 10 - \$553 mo. - 12 mos.

Total Clerical Staff \$ 6,636

SUB-PROFESSIONAL

Operation Wordpower Unit Assistants
 Gr. 9 - \$502 month - 12 months

2 for 11 months \$11,044
 4 for 10 months 20,080
 4 for 9 months 18,072

Total Sub-Professional
 Staff \$49,196

(To be covered by Urban Progress
 Center budget under OEO)

PERSONNEL SALARIES - SUMMARY

Professional	\$ 95,736
Clerical	6,636
Sub-professional - (NYCs not included)	--
\$49,196 - OEO Funds	
Sub-Total	\$102,372

Consultants for Curriculum Development and In-Service Training - 90 man days @ \$100 per day 9,000

TOTAL, PERSONNEL SALARIES \$111,372

II. By Estimate of Items to be Purchased

21 Loose Leaf Binders @ .45	9.95
200 Pkgs. Loose Leaf Paper @ .30	60.00
50 Rolls Masking Tape - 1" @ .23	11.50
50 Rolls Masking Tape - 1/2" @ .14	7.00
20 Rolls Masking Tape - 1 1/2" @ .34	6.80
20 Rolls Mending Tape - 3/4" @ .18	3.60
20 Pkgs. Correction Tape-5/6" @ .51	10.20
11 Bxs. Tab, Signal @ .08	.88
10 Desk Trays @ \$2.10	21.00
200 Pkgs. Heavy weight Paper @ .47	94.00
2 Grs. Tracing Paper @ \$7.50	15.00
20 Pkgs. Ink Felt Marking Pens @ .27	5.40
10 Clipboard File @ .25	2.50
40 Bxs. Thumbtacks @ .12	4.80
10 Bxs. Rubber Bands (1 lb) @ .54	5.40
20 12" Wood Rulers @ .09	1.80
1 Paper Perforator, Desk size @ 4.90	4.90
11 Electric Typewriter Ribbons-1.75	19.25
12 Bxs. Paper Clips, Lg. @ .80	9.60
20 Paper Scissors @ \$1.70	34.00
500 Pads, Ruled Writing @ .20	100.00
50 Pads, Steno Notebooks @ .20	10.00
40 Bxs. Carbon Paper @ .57	22.80
10 Bxs. Duplicating Paper, Carbon @ \$2.10	21.00
22 Desk Calendars @ .50	11.00
22 Staplers @ \$1.40	30.80
200 Bxs. Staples @ .20	40.00
20 Staple Removers @ .12	2.40
400 Gross General Writing Pencils @ \$1.80	720.00
22 Wastebaskets @ \$1.10	24.20
14 Gross Pencil Erasers @ \$1.65	23.10
12 Doz. Ball Point Pens @ .60	7.20
12 Blackboard Erasers @ .20	2.40
10 Desk Racks @ \$2.10	21.00
85 Typewriter Ribbons @ .26	22.10
2400 Envelopes-Mailing @ .30/Doz.	60.00
5 Pencil Sharpeners @ \$1.10	5.50
5 Card, Indexes @ \$1.50	7.50
50 Bxs. Marking Chalk @ .58	29.00
20 Graph Paper Pads @ .27	5.40
100 Reams Mimeograph Paper @ \$1.15	115.00
11 Reams Bond Paper @ \$1.00	11.00
1000 Reams Duplicating Paper, Copy @ .732	732.00

Total \$2,350.00

Postage \$38/month x 12 mos. \$ 456

First Aid Kits 1 per site - \$4.65/ea.
x 4 sites = \$18.60 19

2. EMPLOYMENT SERVICES AND BENEFITS

Workmen's Compensation

Health Insurance

Pension

2.5% of all salaries except Consultants Assistants and NYCs

\$102,372 x 2.5 = \$2,559 - Total Employment

Services & Benefits

\$ 2,559

3. TRAVEL

Out-of-town travel (visits to other programs, conferences, etc.)

Air Fare - 20 trips x \$100 per trip \$ 2,000

Surface Transportation - To and from
airports, taxis while out of town -
\$20/trip x 20 trips = \$400 400

Other Out-of-Town Travel Expenses:

25 days x \$16/day = \$400 400

Operation Wordpower Project Director

One round-trip per week to each site

c. 61 miles/week x .10¢ per mile x

52 weeks = \$317.20 317

2 Operation Wordpower Specialists

c. 120 miles/week each x 52 weeks =

6,240 miles each -- 12,480 miles x

.10¢ per mile 1,248

8 Operation Wordpower Unit Supervisors

One round-trip every two weeks to

Central Office

c. 115 miles x .10¢ per mile x 26 trips 299

TOTAL, TRAVEL

\$ 4,664

6. OFFICE SUPPLIES

- Actual cost based upon agency experience

\$10/month per employee

2,350

Based upon 22 adult employees, it can be
broken down:

I. By Employee per month

7 employees for c. 12 mos. \$ 840

5 employees for c. 11 mos. 550

6 employees for c. 10 mos. 600

4 employees for c. 9 mos. 300

\$2,350

- 58 -

Educational Toys, Dolls and Games for children of participants.

Estimate: 65% of participants will bring an average of 2.5 children each. Based on 2/3 of the maximum number of participants = $1,200 \times 2.5 = 3,000$ children.

Head Start experience provides for: \$1.00/child for 4 months, 3 hour programs. On a 4 month basis, this is .32¢/child or .0824/child for a one hour program.

.0824/month \times 6 months = \$.4950/child for approximately a one hour stay.

3,000 children as figured above \times .4950 = \$1,485.

Program Supplies

\$ 19,695

BRL Sullivan Reading Program
Series I Textbooks 1-4, \$1.49
each = \$5.96

Series II - Textbooks 5-8,
\$1.49 each = \$5.96

Textbooks, Series I and II -
\$11.92 - 1,300 textbooks \times
\$11.92 = \$14,304

Teacher's Manual - Series I -
(99¢) and Series II (99¢)
\$1.98 \times 25 = \$49.50

Progress Tests - Series I -
(49¢) and Series II (49¢)
98¢ \times 1,850 = \$1,813

\$14,304.00

49.50

3,528.00

1,813.00

\$ 19,694.50

Machine Materials

5 sets - based on initial allowance of 1 set per 4 machine site and 2 per 6 machine site. Each set includes 123 completely programmed cards and 3,800 slides.

\$5,000/set \times 5 sets = \$25,000

TOTAL, SUPPLIES

\$ 49,005

7. RENTAL, LEASE OR PURCHASE OF EQUIPMENT

McGraw-Edison ERE Machines and cabinets	Rental, installation and maintenance of 18 machines to be phased in according to narrative.	
IBM Typewriter	\$450 each	450
Manual Typewriters	5 @ \$250 each	1,250
Typewriter Stands	5 @ \$14.60 ea. = \$73.00 GSA #7110-262-6654 (P. 72)	73
Desk Sets as itemized below - Catalogue Ref: GSA	Executive Furniture \$1,604.46 Secretarial Furniture 104.16 ----- \$1,708.62	

ITEMIZATION:

For: Project Director, Program Specialists and Unit
Supervisor -- 1 each

Swivel Chair w/upholstered, padded arms, cushioned seat - Gray w/gray 7110-273-8793 (p1 65)	20.80
Executive Desk with lock 7110-270-9840 (p. 67)	78.00
Side Chair without arms 7110-273-8785 (p. 65)	11.40
Small file with lock 7110-551-5489 (p. 72)	35.50
Ash Tray 9920-286-0580 (p. 203)	.16 -----
11 x \$145.86 = \$1,604.46	\$145.86

For: Secretary - 1 each

Swivel chair without arms cushioned seat - gray w/gray 7110-273-8795 (p. 65)	19.00
Typist desk w/lock (p. 67) # dependent on left or right	85.00
Ash Tray - as above	.16 -----
	\$104.16

Filing Cabinets	5 @ \$59 each = \$295 7110-270-9840 (p. 67)	\$ 295.00
Wardrobe	4 @ \$51 each = \$204 7105-526-672 (p. 69)	204.00
Storage Cabinet	4 @ \$59 each = \$236 7125-269-8534 (p. 74)	236.00
Blackboard	4 @ \$23.70 each = \$95.00 7110-843-7917	95.00
Bookcase	5 units each consisting of:	328.00
	Base - 7110-262-6673 \$ 8.20	
	3 Sections - 7110-262-6649 16.10	
	7110-262-6658 17.70	
	7110-252-6650 19.30	
	Top - 7110-262-6681 4.25	

	\$65.55 x 5 = \$327.75	
Costumers	4 @ \$21.80 = \$87.20 7195-275-5825 (p. 75)	87.00
Booth and Unit Assistant Chairs	28 Polypropyrene Arm Chairs \$6.95 each (Sears Catalogue, p. 1334) 28 x \$6.95 = \$194.60	195.00
Tables for Unit Assistants	4 @ \$55 each - 60" x 34" 7110-845-4066 (p. 68)	220.00
Bulletin Boards Cork Economy Line w/aluminum frame 36" x 48" - 3/4" Frame	1 in each of 3 areas at machine sites -- 3 x 4 = 12 2 at Central Office = 2 14 x \$9.95 = \$139.30 Crown Office Supplies - '67 catalogue T5-C-105-344 (p. 418)	139.00
Washable Cotton Draperies - Hop- sacking, corduroy, etc..	Sears Catalogue - Basis of cost estimate. Each room will need 3 pairs, approximately 96" wide and 63" long. Cost ranges from \$12.47 to \$17.96 a pair; average: \$15.21/pair.	

\$15.21 x 3 = \$45.60
 \$45.60 x 3 rooms in unit (booth area,
 study area, children's area) = \$136.80

\$136.80 x 4 sites = \$547.20

Drapery Rods	Sears catalogue - basis of cost estimate	\$ 138.00
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6 per site x 4 sites = 24
 \$5.77 each x 24 = \$138.48

Four children's tables and 16 children's chairs for 1 site. Three children's tables and 10 chairs at each of three sites.	13 tables @ \$25 each - \$325 46 chairs 2 \$ 7 each - \$322 \$325 + \$322 = \$647	647.00
---	---	--------

Washable area rug for children's room	1 per site x 4 @ \$20 each = \$80.00 Sears catalogue - basis for cost estimate	80.00
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Maple locker for children's area	1 per site x 4 @ \$29.95 each = \$119.80 Sears catalogue - basis for cost estimate	120.00
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Cushions for locker	1 per site x 4 @ \$6.00 each = \$24	24.00
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Toy chest-book case in children's area	Sears catalogue - basis for cost estimate 4 open shelves - 2 shelves behind sliding doors -- 1 per unit x 4 @ \$45.95 each = \$183.80	184.00
---	--	--------

Furnishing of Study Area	Sears catalogue - basis for cost estimate unless otherwise noted.	2,026.00
-----------------------------	--	----------

Items Below for One Unit:

16 Stack chairs @ \$7.00 each	\$112.00
2 60" x 34" tables @ \$55 ea.	110.00
7110-845-4066 (p. 68) GSA	

Metal shelving Unit, 3' wide	19.79
2 poles, 6 shelves (35" x 10")	
21K-1411 7K - p. 1305	

1 Area Rug, c. 6' x 9'	40.00
------------------------	-------

2 Double bullet desk lamps	11.96
21K2353 - p. 1309 - \$5.98 each	
1 Tray Floor Lamp	19.98
21K 7089N or 9092N - p. 1311	
1 Couch - 1K 50952NH	74.95
1 Matching Chair - 1K 50957NH	29.95
1 End Table	35.00
1 Table or Hanging Lamp	25.00
4 Polypropylene Arm Chairs	27.80
\$6.95 each - p. 1334	-----
	\$506.43

\$506.43 x 4 sites = \$2,025.72

TOTAL, EQUIPMENT

\$185,056

9. REMODELING OF SPACE

Soundproofing and air conditioning of three contiguous rooms totaling approximately 2,000 square feet.	Building of partitions for three walls, soundproofing basis electrical work, etc.	\$4,400
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1 Ton air conditioning unit for each room @ \$400/unit	1,200
--	-------

Additional costs, including additional electrical work, not broken down at present.	400
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\$4,400 + 1,200 + 400 = \$6000.00
per unit -- 4 units x \$6000 = \$24,000.

TOTAL, REMODELING OF SPACE

\$ 24,000

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

CHECKPOINT FOR EVALUATION CRITERIA

The eight criteria enumerated on page 25 of "Policies and Procedures for the Preparation of Proposals under Section 309 of the Adult Education Act of 1966" are summarized below. Reference to the proposal text showing how Operation Wordpower proposes to meet these criteria follow.

Criterion One inquires whether and to what extent the project involves innovative methods or materials which may be of special value in enabling adults to overcome English language limitations. As stated on page 8, Operation Wordpower proposes to meet this criterion by using the "Talking Typewriter," a unique machine which can be programmed so that individuals can learn to overcome their language deficiencies at their own pace. In conjunction with city-wide services offered by CCUO, the "Talking Typewriter" can become a powerful influence in forming educated and productive citizens.

Criterion Two inquiring which other Federal, State, or local agencies are cooperating on this project is answered on page 10, where it states that City agencies, pertinent to the carrying out of Operation Wordpower, have been consulted through the Office of the Mayor of Chicago.

Criterion Three inquired "whether and to what extent the project has unusual promise in establishing or improving instruction in speaking, reading or writing the English language at the 8th grade level or below." As noted on page 9, projects using the "Talking Typewriter" have shown considerable success in raising reading levels during a short time. Use on a city-wide basis could have a profound effect on raising the adult literacy level.

Criterion Four inquires "whether and to what extent the project is related to and is carried out in conjunction with a teacher-training project in adult education." As stated on page 23, the Operation Wordpower Unit Assistant will be one of the New Career categories to be developed. A job description is found on page 44.

Criterion Five inquiring to what extent periodic reviews and evaluations of program progress will be made is answered on pages 32 and 33, where a listing of program evaluation measurements is found.

Criterion Six asks "whether and to what extent there will be effective administration and supervision to assure efficient and economical operation." It is answered on pages 11 through 15, (and attached exhibits), 21 through 24, and 43 through 45, where the administrative structure of CCUO pertinent to Operation Wordpower is explained.

Criterion Seven inquires "whether and to what extent the project has educational significance, will utilize competent personnel, and has adequate facilities to insure successful carrying out of the project." This is answered on pages 4 through 8, and 43 through 50, where background on need, job descriptions, biographical data, and the outline of physical facilities planned can be found.

Criterion Eight inquires "whether and to what extent the project will result in the development of new materials and methods which may be of value in increasing the effectiveness of basic educational programs for adults." As explained on pages 19 and 20, new teaching and training methods will have to be developed because of the diversity of the adult population to be served.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

EXHIBITS

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CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

EXHIBIT 1.

RULES AND POLICIES OF CCUO INCLUDING
LIST OF COMMITTEE MEMBERS

RULES AND POLICIES GOVERNING THE ORGANIZATION

OF THE

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

AS OF APRIL 27, 1967

The Chicago Committee on Urban Opportunity functions as a city agency. It was formed by the Mayor on March 25, 1964 to begin planning for community action programs under the Economic Opportunity Act of 1964. Members are appointed by Mayor Richard J. Daley, who is Chairman of the Committee. A Vice Chairman was appointed on December 21, 1965 to assist the Committee in its work.

I. CHAIRMAN:

The Mayor, Ex-Officio, shall be Chairman of the Chicago Committee on Urban Opportunity.

II. VICE CHAIRMAN:

The Vice Chairman shall be appointed by the Chairman with the approval and consent of the Chicago Committee on Urban Opportunity and shall preside over the Executive Committee and, in the absence of the Chairman, shall preside over the Committee on Urban Opportunity.

III. EXECUTIVE DIRECTOR:

The Executive Director's duties are set forth in Section 3 of the following ordinance, which became effective on May 26, 1965.

IV. CHICAGO COMMITTEE ON URBAN OPPORTUNITY:

- (a) The Committee shall hold meetings at least quarterly.
- (b) From the membership of the Committee, the Chairman shall appoint members to serve on the Executive Committee.
- (c) The recommendations of the Executive Committee shall be reported to the Full Committee for review and approval.
- (d) The Full Committee shall be composed of representatives of (1) public agencies; (2) private welfare agencies; (3) community, business, religious, educational and labor organizations; (4) minority groups; and (5) representatives of the areas and of the groups to be served in the Urban Opportunity program. Not less than one-third of the members of the Full Committee shall be representatives of the poor.
- (e) The members of the Chicago Committee on Urban Opportunity shall be appointed for terms of one year, which terms may be renewed.
- (f) The Chicago Committee on Urban Opportunity shall formulate policies and programs necessary to carry out the objectives of the Committee, shall review and approve projects and proposals submitted by the Executive Committee, and shall consult with and advise the Chairman, Vice Chairman, and Executive Director on matters relating to the effectuation of the objects

and purposes for which the Chicago Committee on Urban Opportunity has been established.

- (g) The Executive Director shall make periodic reports, in writing, on the programs and activities of the Committee.
- (h) Members appointed to the Chicago Committee on Urban Opportunity shall be dropped from the Committee if they are not in attendance in person or by representation at three consecutive meetings and have not been excused from attendance by the Chairman or the Vice Chairman of the Committee.

V. EXECUTIVE COMMITTEE OF THE CHICAGO COMMITTEE ON URBAN OPPORTUNITY:

- (a) The Executive Committee shall consist of not less than twenty nor more than thirty members. Not less than one-third of the members of the Executive Committee shall be representatives of the poor. The Executive Committee shall meet at frequent intervals at times and places set by the Vice Chairman of the Chicago Committee on Urban Opportunity and shall (1) consider recommendations of all subcommittees and make recommendations for the consideration of the Chicago Committee on Urban Opportunity; (2) request sponsors or appropriate groups to appear to explain subjects; (3) refer subjects to the Executive Director for review; (4) refer subjects to Urban Progress Center Advisory Councils for additional information and study.

(b) Members appointed to the Executive Committee shall be dropped from that Committee if they are not in attendance in person or by representation at three consecutive meetings and have not been excused from attendance by the Chairman or Vice Chairman of the Committee.

(c) All personnel shall be approved by the Executive Committee upon the recommendation of the Executive Director.

VI. NEIGHBORHOOD ADVISORY COUNCILS:

(a) In each area of the City of Chicago, in which an Urban Progress Center is established, there shall be appointed by the Director of the Center an Advisory Council, which Council shall consist of not more than 70 persons, one of whom shall be selected in the manner hereinafter set forth to serve as Chairman.

(b) The Director of the Center shall select no more than 60 members and the members selected by the Director, through a nominating committee, shall select no more than 10 additional members to serve on the Advisory Council. Not less than one-third of the Advisory Council members shall be representatives of the poor.

(c) Each Director and Advisory Council of an Urban Progress Center, in the selection and appointment of

persons to serve as members of an Advisory Council, shall be governed by the following criteria:

- (1) The persons selected and appointed as representatives of the poor shall be residents of the geographical area served by the Center.
 - (2) Persons appointed to serve on an Advisory Council shall be selected in such manner as to give significant representation to the groups to be served by the Center so as to provide a broadly-based representation for its geographical area.
 - (3) No person shall be appointed who, at the time of the appointment, is a member of another Advisory Council.
 - (4) Persons shall not be selected and appointed to serve as members of an Advisory Council without prior consultation with community, religious, minority, and other groups which are located in the community served by the Urban Progress Center, and which are representatives of the area and of the persons to be served in the area.
- (d) Persons selected and appointed shall serve for a term of one year, which may be renewed.
- (e) A Center Director reserves the right to remove Advisory Council members for just cause, subject to

review by the Executive Committee.

(f) Three members from each Advisory Council, consisting of the Chairman and two members to be selected by a vote of the Advisory Council members, shall be appointed to serve as members of the Chicago Committee on Urban Opportunity. The Chairman of each such Advisory Council shall also be appointed a member of the Executive Committee of the Chicago Committee on Urban Opportunity.

(g) Whenever an Urban Progress Center is established, the Director of such Center shall appoint a temporary Chairman of the Advisory Council for such Center to serve for a period of six months, after which the Advisory Council shall select its own Chairman.

(h) It shall be the duty of each Advisory Council:

(1) To serve as a communications link between the Urban Progress Center and the community served by the Center.

(2) To review from time to time the programs carried on through its Urban Progress Center and report their impact on the community to the Executive Committee.

(3) To review programs carried on in its community by other private and public agencies which are funded through the Chicago Committee on Urban Opportunity and to report the effectiveness of

such programs in the community served by the
Advisory Council to the Executive Committee.

(4) To advise its Urban Progress Center as to community needs and to recommend programs for the area which shall be responsive to the needs of the community, as well as programs which may be considered for citywide implementation.

(5) To cooperate with and assist the staff and the Director of the Urban Progress Center in carrying out programs within its community.

(i) No program shall be initiated in an area served by an Advisory Council without such program first being reviewed and approved by the Advisory Council.

(j) Each Advisory Council shall adopt its own rules and procedures governing its meetings and operations, to include the time and place of the Council meetings, requirements of notice to the members of those meetings, and attendance ruling, except that not less than one-third of the membership of an Advisory Council shall be required to be in attendance at a meeting for a quorum.

Adopted March 14, 1966
Amended December 12, 1966
Amended April 27, 1967

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

MAYOR RICHARD J. DALEY
Chairman

CLAIR M. RODDEWIG
Vice Chairman

DETON J. BROOKS, JR.
Executive Director

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83. DR. EDGAR T. THORNTON
Chairman of Advisory Council
Midwest Urban Progress Center
9 South Kedzie Avenue
Chicago, Illinois 60612
826-4600

Business Address:
DR. EDGAR T. THORNTON
1857 West Jackson Boulevard
Chicago, Illinois 60612
MO 6-6850

84. MRS. DELORES VAN PELT
Representing Cabrini-Green Unit
1161 North Larrabee Street
Chicago, Illinois 60610
944-7301

Home Address:
MRS. DELORES VAN PELT
861 North Mohawk Street
Chicago, Illinois 60610
787-6550

85. WILFREDO VELEZ
Representing Division Street Unit
1940 West Division Street
Chicago, Illinois 60622
772-9135
86. DR. ROLF A. WEIL, President
Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605
922-3580
87. ERWIN WEINER
General Superintendent
Chicago Park District
Administration Building
425 East 14th Boulevard
Chicago, Illinois 60605
HA 7-5252
88. FRANK M. WHISTON, President
Chicago Board of Education
228 North LaSalle Street
Chicago, Illinois 60601
DE 2-7800
89. MRS. ABNER WILLIAMS
Chairman of Advisory Council
Woodlawn Urban Progress Center
1030 East 63rd Street
Chicago, Illinois 60637
684-7801
90. MRS. ELIZABETH WILLIAMS
Member of Advisory Council
South Parkway Urban Progress Center
4622 South Parkway
Chicago, Illinois 60653
548-6700
91. REV. ALOYSIUS ZIMMERMAN
Member of Woodlawn Advisory Council
Representing Altgeld Garden Unit
967 East 132nd Place
Chicago, Illinois 60627
568-3700

Business Address:

WILFREDO VELEZ
San Juan Tuxedo Rental
2120 West Division Street
Chicago, Illinois 60622

Business Address:

FRANK M. WHISTON, President
Frank M. Whiston & Company
55 East Washington Street
Chicago, Illinois 60602
236-4300

Home Address:

MRS. ABNER WILLIAMS
6819 South Evans Avenue
Chicago, Illinois 60637
MI 3-6423

Home Address:

MRS. ELIZABETH WILLIAMS
4234 South Champlain Avenue
Chicago, Illinois 60653

Pastorate Address:

REV. ALOYSIUS ZIMMERMAN
Our Lady of Gardens Church
13300 South Langley Avenue
Chicago, Illinois 60627
568-4098

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

EXHIBIT 2.

URBAN PROGRESS CENTER:

DESCRIPTION OF FUNCTIONS

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

1968 GUIDELINES

PART TWO: URBAN PROGRESS CENTER: DESCRIPTION OF FUNCTIONS

A. DIRECTOR'S OFFICE

The director operates the Urban Progress Center, its divisions and programs according to standards and policies of CCUO. There are three major divisions in the Urban Progress Center; each with an assistant director:

1. Urban Life Division
2. Human Development Division
3. Environmental Development Division

Each center has a district divided into zones. Center maps and statistics are in Exhibit 1. There are seven major Centers: Englewood, Halsted, Lawndale, Midwest, Montrose, South Parkway and Woodlawn; and seven outpost units: Altgeld Gardens, Cabrini-Green, Division, Taylor, West Garfield, Parkside and South Chicago.

A seventy-member neighborhood advisory council is formed with each Center. The Center Director selects 60 members, who, in turn, nominate and elect 10 additional members. One-third must be neighborhood residents and all must represent groups located in the community. Three members are elected to serve on the full committee; one is the chairman who also serves on the Executive Committee. Each council is divided into subcommittees, such as education, manpower, health, environment.

Directors may recommend various groups and organizations to become program stations of the Center. Program Stations receive, by formal agreement, the loan of one or more program representatives who are area residents hired and trained to assist in program services. Program Representatives may work full-time at one site or be part of a team which travels from station to station. They are supervised by the Human and Environmental Development Divisions. Limited amounts of supplies and equipment may be loaned to program stations for services; some bus transportation is also available.

At the Director's level are:

-- Urban Development and Research Desk responsible for:

1. Initial and ongoing physical and population census.
2. Assessment of service level and capabilities.
3. Development of index of community need.

4. Techniques to measure personal and community improvement according to benefits of single and multi-service program approaches.
5. Technical assistance in development and review of local projects.

-- Administrative Service Unit responsible for:

1. Building management at the local level.
2. Office supplies and equipment.
3. Program agreements and contracts at the local level.

B. URBAN LIFE DIVISION

At the heart of the Center operation is the Urban Life Division with five major functions: Outreach, central reception, family programming, follow-up and total information and monitoring.

1. Functions

- a. Outreach: The capacity to be in contact with a family on a regular basis; to know the needs of the family; to have the trust and confidence of the family; to motivate the family to use services; to visit the Urban Life Division of the Center where family members may receive any kind of help and advice they need to solve their problems.

This principally is the job of the Community Representative who must be a resident of the pilot area.

Central Reception: The capacity to receive a family in the Center; to make the individual at home and welcome; to build his confidence in the ability of the Urban Life Division to help him; to develop individual and family information which will provide a good base for helping the family.

This is principally the job of the Information Attendant and Urban Life Interviewer, also area residents.

Family Programming: The ability to study the social and environmental needs of the family and to develop a family program composed of the right combination of services to make that family self-sufficient. To advise and counsel the family members on which services are most needed, how to

find these services, how to use them; to realize that immediate service, for example, finding employment or a new apartment, is just the beginning of a long-term relationship between the family and advisor, a base on which to build a total family program.

This is principally the job of the Urban Life Advisor.

Follow-Up: The capacity to use the outreach function after, as well as prior to, initial contact. To check with the family on how successful it has been in participating in a program recommended by the Urban Life Advisor. To understand that family programming is not a dead end referral process, but a dynamic and constant commitment to move the family into the mainstream of urban life.

Total Information and Monitoring System: The capacity to record and maintain information which is vital to the family programming process of the Urban Life Division. To accumulate data, readily available, which will allow members of the Urban Life Team to deal speedily and efficiently with each activity in the family programming process, including development of the family profile, contact records and other information vital to the system.

This is principally the job of the Records person.

2. Zonal Teams

Each Zone has approximately two Urban Life teams composed of one Community Representative II supervising five to ten Community Representatives and one Urban Life Advisor supervising one or two Interviewers.

3. Relationship with Human and Environmental Development Divisions

Services for the family are provided through the Human and Environmental Development Divisions of the Center. These services may exist in the Center -- such as the services of the Illinois State Employment Service staff or outside the Center, such as a Head Start program in a church or school.

Services may be provided by agencies termed "cooperating agencies", such as the Illinois State Employment Service, which, by special agreement, cooperates with the urban opportunity program by placing employment counseling units in the Centers, or by "delegate agencies", such as sponsors

seeking funds from OEO and the Chicago Committee on Urban Opportunity, as delegated sponsors of programs. Both cooperating and delegated programs become part of the total service structure for the Urban Progress Center district.

The Urban Life Advisor views the service structure -- inside and outside the Center -- as a resource in developing individualized family programs, electing service units as needed by each family. In some instances, the Urban Life Advisor may recommend modifications in the service structure to give more flexibility in family programming. Such recommendations are studied by Center staff and forwarded to central divisions.

C. HUMAN DEVELOPMENT DIVISION

The Human Development Division coordinates services related directly to the human functioning of the individual and his family. It comprises the human development service network. Professional and non-professional staff assigned to this division assist the Center Director in administering the coordinated package of H-D services in the area. This may mean the location of H-D type agencies in the center linked directly into the center operation or relating service outside the Center to the H-D system.

Center staff along with inside and outside agency staff make recommendations for improvement in service as part of the normal routine.

1. Functions

- a. To coordinate service, and where gaps exist, take steps to provide service in the areas of:

- Education
- Manpower
- Health
- Social Services
- Recreation

- b. To house certain key service components directly in the pilot center; for example:

- Illinois State Employment Service
- Head Start Center
- Day Care Center
- Legal Services

- c. To train teams of Program Representatives to assist in programming services throughout the community, particularly in program stations described in the Director's Section. Such services might include:

- Consumer Education
- Health Education
- Literacy Classes
- Grooming and Charm Classes
- Youth Workshops
- Senior Citizen Programs
- Urban Living and Civic
Instruction

D. ENVIRONMENTAL DEVELOPMENT DIVISION

The Environmental Development Division coordinates services related directly to the space in which the human beings function. Professional and non-professional staff assigned to this division assist the Center Director in administering the coordinated package of E-D services in the area. This may mean the location of E-D type agencies in the center linked directly into the center operation; or relating service outside the Center to the E-D system.

Center staff, along with inside and outside agency staff, make recommendations for improvement in service as part of the normal routine.

1. Functions

- a. To coordinate service and, where gaps exist, take steps to provide service in the areas of:
 - Housing
 - Neighborhood Improvement, including economic development
 - Transportation
- b. To house certain key service components directly in the pilot center; for example; Building Inspection Office.
- c. To train teams of Program Representatives to assist in programming services throughout the community, particularly in program stations and other neighborhood sites designated for improvement. Such services might include:
 - Tenant/Landlord Education
 - Homemaking
 - Neighborhood Improvement
(tot lots, playgrounds, plazas)

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

EXHIBIT 3.

URBAN CAREER DEVELOPMENT PROGRAM --

PHASE ONE: CONCENTRATED EMPLOYMENT PROGRAM

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

URBAN CAREER DEVELOPMENT PROGRAM

PHASE ONE

PROPOSAL HIGHLIGHTS

A. URBAN CAREER DEVELOPMENT PROGRAM

The Urban Career Development Program is a comprehensive manpower plan currently being implemented by the Chicago Committee on Urban Opportunity. Phase One of the UCDP is the Concentrated Employment Program, proposed for implementation in an area on the West Side of Chicago. Goal of Phase One is to place a minimum of 6,000 persons, aged 16 and older in work experience, training and employment positions at entry and step-up levels during a 12-month period.

B. ADMINISTRATION

The Chicago Committee on Urban Opportunity is proposed as the prime contractor for UCDP Phase One. The Committee is the community action agency for Chicago and a department of city government. It administers a comprehensive human environmental services program through seven Urban Progress Centers and seven Outposts in the city's disadvantaged areas. A principal feature of the Urban Progress Center is the Urban Life Division which employs area residents called community representatives, for purposes of outreach and recruitment. The Community Representatives function as part of teams assigned to zones. An Urban Life Advisor, a professional, is assigned to each team as consultant.

The Committee has six sub-committees, one of which is manpower, chaired by the Director of the Illinois State Employment Service. To achieve maximum coordination and cooperation among all participating agencies in UCDP, the manpower committee will be extended by formation of a special UCDP Ad Hoc Committee. This group will function in an advisory capacity to the Executive Director of CCUO. Coordination with area and state plans is strengthened since the Executive Director of CCUO was recently selected chairman of the Chicago Area Manpower Coordinating Committee (CAMPS).

C. OUTREACH AND RECRUITMENT

Outreach and recruitment for UCDP-Phase One will follow the pattern established in CHIP (The Chicago Plan). CHIP was a demonstration employment program in key disadvantaged areas in Chicago, featuring a saturation of services and a research component. It was sponsored jointly by the Illinois State Employment Service, Cook County Department of Public Aid and CCUO. It began December 10, 1965, and will terminate June 30, 1967. Community Representatives employed in CHIP

will be transferred immediately to UCDP. Community Representatives and other Urban Life staff employed in CHIP were used for outreach, recruitment and follow-up and will be transferred immediately into UCDP.

From CHIP and other manpower programs, it is estimated that 8.3 households must be contacted for each person placed in a job or work experience program; to contact successfully one household, the Community Representative must make four (4) visits.

D. INTAKE AND REGISTRATION

Candidates recruited by Community Representatives, referred by other agencies, or walk-ins give their name and address to UPC reception desk and go immediately to Employment Service Unit for pre-counseling.

- Name and Address enters candidate in Urban Life Total Information System, providing a base control.
- In pre-counseling, the Employment Service receives basic information, determines eligibility for the vast array of opportunities in Urban Career Corps and then enters the candidate in the Career Orientation phase or makes a direct placement.
- Urban Life Division, based on name and address, schedules a community representative home visit to get family information.
- As soon as possible, candidate will be scheduled for an interview with the Urban Life Advisor; this may not occur, however, for several weeks.

E. ASSESSMENT

Assessment of the employment problems and potentials of the candidate will occur during the two-to-four week orientation program unless a direct placement is made. HRD staff is responsible for counseling, testing, developing a career plan for the enrollees and for referral and placement. HRD will use CCUO's regular community representatives for follow-up during the assessment phase; and later, as additional assessment is needed to carry out career plans.

HRD staff will:

- Be stationed in the Urban Progress Centers as a major element in the manpower program responsible for all counseling, testing, referral and placement in the Urban Progress Center.
- Participate in the Orientation process to perform all assessment and referral functions which are part of the Orientation program.

- As needed, refer enrollees to supportive services which are provided as part of the Urban Progress Center; such services include legal aid, Head Start, tenant education and home management.

F. ORIENTATION

CCUO Orientation includes:

- Counseling and testing.
- Medical examination and follow-up treatment, if indicated.
- Special counseling, if indicated (psychotherapeutic).
- Urban Life Division report on enrollee's family situation.
- Two-to-four week orientation sessions, depending on job readiness of enrollee; includes introduction to world of work, grooming and hygiene, field trips, speech and communication skills, consumer education, forms usage, math usage.

CCUO orientation will be led by career instructors, who will meet and remain with groups of enrollees during the entire orientation process. The instructor will not only conduct classes, lead group sessions, but will also schedule enrollees for physical examinations and HRD interviews. HRD staff will be occupied full time in counseling, testing and placement.

JOBS NOW orientation is a separate component in UCDP with its own recruitment mechanism. Assessment in JOBS NOW is a joint undertaking of the HRD and JOBS NOW staff; whereas assessment in UCDP is the primary responsibility of HRD. Urban Progress Centers will refer enrollees to fill any vacancies which may exist in JOBS NOW; as a rule, however, the HRD staff at the Centers will refer enrollees to the CCUO orientation.

G. REFERRAL

HRD staff will refer candidates to NYC, New Careers, OJT, MDTA, Private employment, public employment, military school and Job Corps. As indicated, some referrals may be made directly without orientation. However, it is assumed that most referrals will be made following assessment in the orientation phase.

Career instructor may, at the request of HRD staff, arrange for verification of the placement and work starting date in the work experience program or job.

Referral will occur at the end of a two week period; those not ready for placement will be scheduled for recycling which generally will consist of more intensive orientation sessions.

H. SUPPORTIVE SERVICES

A complete range of supportive services will be available to UCDP participants and their families through the Urban Progress Center. Such services include: Legal Aid, homemaking service, tenant education, Head Start, inoculations, rodent control and relocation and family recreation programs.

HRD staff may refer enrollees to the zonal Urban Life Advisor assigned to the enrollee's place of residence, who will make arrangements for these services. Community representatives may be used for these services. Community representatives may be used for contact, follow-up and verification of service.

Supportive-type services provided only for enrollees will include medical examination and treatment, intensive counseling, child care to the extent possible.

I. INDIVIDUAL FOLLOW-UP

UCDP participants assigned to work experience and jobs are eligible for services of the career advisor who functions as a "coach" to the enrollee on the job and as consultant to the employer. Career advisors work out of the career section of the Urban Progress Center and are under the direction of CCUO. Upon completion of Orientation, or upon direct placement, HRD may assign an enrollee to a career advisor as part of the career plan. At the request of HRD, the career instructor of the orientation session may transfer all pertinent data on the enrollee to the career advisor and other appropriate personnel at the Urban Progress Center.

J. JOB DEVELOPMENT, PLACEMENT, EMPLOYER SUPPORT

Overall job development is the responsibility of the Illinois State Employment Service; CCUO will have primary responsibility for development of jobs and work experience programs in the public sector. The Association of Commerce and Industry, JOBS NOW and other participating groups will cooperate in job development in the private sector.

Placement is the responsibility of the Illinois State Employment Service. At the request of HRD, the career instructor or Urban Life Division of the Urban Progress Center may verify a placement for ISES.

The career advisor, who works out of the Urban Progress Center will relate to both the enrollee and the employer of the employee. He will encourage employers to make special provision for enrollees as part of their initial work experience. Special conferences and workshops for employers will be held at the central level and in the community.

K. PROGRAM EVALUATION

CCUO's Department of Urban Development and Research which was responsible for reporting systems and research design in CHIP (Chicago Plan) will develop a program evaluation design for UCDP. Experience gained in the CHIP study and special requirements of the Employment Service will include: Total information system covering all program enrollees and their families; monitoring system covering all components of UCDP in terms of enrollee services; systems and procedures to measure successes in terms of enrollees and the community; job market information; and quarterly workshops to assess planning, job development, and operational functioning of the various UCDP components.

L. URBAN CAREER CORPS

Urban Career Corps is the entry level and upgrading job component including work experience, training and on-the-job training. It includes:

1. Neighborhood Youth Corps, a work experience component creating 505 positions in the public and voluntary sectors.
2. New Careers (Scheuer), a work experience component with emphasis on career training, creating 300 positions in the public and voluntary sectors.
3. Special Impact (Kennedy-Javitz), a work experience component emphasizing career training and neighborhood improvement, creating 132 positions in the public and voluntary sectors.
4. OJT, a training component creating 700 positions in the private sector.
5. JOBS NOW, a high support orientation, training and follow-up program, creating 600 positions in the private sector.

M. SPECIAL IMPACT PROJECTS

1. NEIGHBORHOOD IMPROVEMENT AND BEAUTIFICATION: Work experience program which enlists aid of community in improving vacant lots and other idle land; trains enrollees in good work habits and simple maintenance and construction skills; develops new techniques, methods and designs for such neighborhood improvement.
2. YOUTH DEVELOPMENT INSTITUTE: Work experience in training and guiding youth to give leadership in outdoor and indoor group projects. Program is flexible, keyed to interests of participating youth; and discussion groups on such topics as job readiness, hygiene, credit buying, etc.
3. DAY CARE TRAINING PROGRAM: Work experience in day care field as assistants; also provides complete day care for 200 children at any one time.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

EXHIBIT 4.

LIST OF SPONSORS BY PROGRAM

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

ANALYSIS OF SPONSORS BY CURRENTLY FUNDED PROGRAMS

This is an analysis of sponsors under contract to the Chicago Committee on Urban Opportunity to provide services as part of the overall CCUO program system. They are categorized in two ways:

1. By their governmental relationship
 - a. Federal
 - b. County
 - c. State
 - d. City
 - e. Not-for-Profit
2. By the program components which they sponsor:
 - a. CAP 221, 222, and 232; those CAP components providing work experience for resident nonprofessionals are marked with an asterisk.
 - b. Operation Head Start (all Head Start sponsors employ resident nonprofessionals).
 - c. Neighborhood Youth Corps which is a work experience program for youths 16 through 21.
 - d. Concentrated Employment Program (CEP) by category
 - CEP-NC: New Careers which is work experience
 - CEP-SP: Special Impact which is work experience
 - CEP-MDTA: Training Component.
 - CEP-NYC: Neighborhood Youth Corps

AGENCY

FEDERAL

Veterans Administration	NYC	
Railroad Retirement Board	NYC	
General Services Administration	NYC	
Department of Health, Education, and Welfare	NYC	
Office of Economic Opportunity	NYC	
Department of Labor	NYC	
Department of Agriculture	NYC	
U. S. Civil Service Commission	NYC	
Bureau of Internal Revenue	NYC	
U. S. Air Force	NYC	
U. S. Army	NYC	
Federal Water Pollution Control-Dept. Int.	NYC	
U. S. Public Health Service		CEP-MDTA

COUNTY

Cook County Dept. of Public Aid

NYC

CEP-NEW CAR.

Cook County Circuit Court

NYC

Cook County Juvenile Court

CAP 221*

STATE

Illinois Youth Commission:
Chicago Area Project

NYC CAP 221*

Chicago State Hospital

NYC

CITY

Chicago Board of Education	NYC	HDST	
Chicago Board of Health	NYC		CAP 222*
Chicago Civil Service Commission	NYC		
Chicago Commission on Youth Welfare	NYC		CAP 221*
Chicago Housing Authority	NYC		CEP-NC
Chicago Park District	NYC		
Chicago Police Department	NYC		CAP 221* CEP-NYC
Department of Buildings	NYC		CAP 232*
Department of Law	NYC		
Department of Public Works	NYC		CEP-NC
Department of Streets and Sanitation	NYC		CAP 232* CEP-NC/NYC
Department of Urban Renewal	NYC		CEP-NC
Department of Water and Sewers	NYC		
Chicago Commission for Senior Citizens			CAP 221 CAP 222
Joint Youth Development Committee			CAP 221*
Boys Court			CAP 221*
Mayor's Committee on Inquiry and Info.			CAP 232

NOT-FOR-PROFIT

Archdiocese of Chicago	NYC	HDST		
Beatrice Caffrey Youth Service	NYC			
Chicago Boys Clubs	NYC		CAP 221*	
Chicago Federation of Settlements	NYC		CAP 221*	CEP-NC
Chicago Youth Centers	NYC	HDST	CAP 221*	CEP-NC
Ecumenical Institute	NYC	HDST		
Greater Lawndale Conservation Commission	NYC			
Midwest Community Council	NYC			
Northwestern Medical Clinic	NYC			
St. Joseph Hospital	NYC			
Welfare Council of Chicago	NYC		CAP 221	
YMCA	NYC	HDST	CAP 221*	CEP-IMP
YMCA	NYC			
Chicago Conf. on Religion and Race			CAP 221	
St. Augustine's Center for Amer. Ind.			CAP 221	
Hyde Park-Kenwood Community Conference			CAP 221	
Loretto Academy			CAP 221	
Institute for Cultural Development			CAP 221*	
Hull House Association		HDST	CAP 221*	
Chicago Assn. for Retarded Children		HDST	CAP 221	
Chicago Economic Development Corporation			CAP 221	
United Charities: Legal Aid Bureau			CAP 222*	
Greater Institutional		HDST		

NOT-FOR-PROFIT (Continued)

Greater St. John A.M.E.	HDST
Organization for S. W. Community	HDST
Chicago Commons -- Emerson House	HDST
Chicago Commons -- Robinson House	HDST
Christopher House	HDST
All Saints (Episcopal Diocese)	HDST
Temple Sholom	HDST
Midwest Montessori	HDST
Montessori Cabrini	HDST
Horizon	HDST
First Presbyterian	HDST
TWO	HDST

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

EXHIBIT 5.

LIST OF ON-THE-JOB TRAINING SPONSORS

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
MANPOWER DIVISION
FIRMS QUALIFYING FOR REIMBURSABLE
AND NON-REIMBURSABLE O-J-T PROGRAMS

REIMBURSABLE

Custom Woodworking Inc.
2721 West Roosevelt Rd.

Pheoll Manufacturing Co.
5700 West Roosevelt Rd.

Reliable Furniture Co.
2300 West Diversey

O.K. Manufacturing Co.
3219 North Irene

Appleton Electric
1701 Wellington

Rauland Corporation
2407 West North Ave.
Melrose Park, Ill.

Goldblatt Bros., Inc.
333 South State St.

Public Data Processing
57 West Grand Ave.

Quaker Tool Co.
1115 South Pulaski Rd.

Standard Kollsman Industries
2085 North Hawthorn
Melrose Park, Ill.

Maury M. Lipowich
325 West Huron

Standard Dental Laboratory
228 South Wabash

Center for Learning the
New Technology
9 West Washington

Pathfinder Corporation
5445 North Elston Ave.

MSL Steel Company
1535 North Dayton

MSL Plastics
10500 Seymour
Franklin Park, Ill.

Spiegels, Inc.
1038 West 35th St.

Presbyterian St. Lukes Hospital
1753 West Congress Parkway

Bi-Rite Hat Company
212 South Franklin St.

Schiller Container Corporation
1225 South Tolman Ave.

Custom Crafts Frames & Cabinet
500 West 31st Street

Waltham Watch Co.
231 South Jefferson

Custom Craft Campbell Furniture
2023 West Carroll St.

Luxor Spring Corporation
5211 West 66th Place
Bedford Park, Illinois

AAA Auto Radio Repair
1828 West Chicago Ave.

All-Rite Screw Co.
1624 North Kilbourn

REIMBURSABLE

Corrugated Fabricating
813 West Franklin

Custom Woodworking, Inc.
2721 West Roosevelt Rd.

Bell Savings & Loan Association
79 West Monroe St.

Standard Killman Industries
2085 North Hawthorn
Melrose Park, Illinois

First Federal Savings & Loan
1 South Dearborn

Elegant Garment Co.
842 West 79th St.

Clifton Builders Corp.
2550 Gold Road
Glenview, Illinois

Leaf Brands, Inc.
1155 North Cicero

Accurate Box Co.
1218 North Wells St.

LaSalle National Bank
135 South LaSalle St.

Market Facts, Inc.
100 South Wacker Dr.

H. Neuman & Company
8136 North Lawndale
Skokie, Illinois

Grove Fresh Distributors
1347 East Marquette Road

ARA Services, Inc.
4218 North Elston

John Herman Manufacturing Co.
1828-32 South Canalport

Elegant Garment Co.
842 West 79th Street

University Printers Co.
1410 East 62nd Street

Quaker Tool Company
1115 South Pulaski

Wellcor, Inc.
1214 North Wells St.

Wilton Tool Co.
9525 Irving Park Rd.
Schiller Park, Illinois

Howard Parlor Furniture Co.
3737 South Ashland Ave.

Interior Crafts, Inc.
1321 South 55th Court
Cicero, Illinois

A.J. Davis Company
7648 West Madison
Forest Park, Illinois

Turner Manufacturing Co.
2309 South Keeler

Moser Paper Company
521 Plymouth Court

Triangle Manufacturing Company
123 North Jefferson St.

American Airlines, Inc.
Touhy & Mt. Prospect Road

Assurance Inspection Group
1230 East 63rd Street

Stowell Studios
11 West Illinois Street

Chicago Book Manufacturing Co.
26 West Lake Street

Rose Record Company
214 South Wabash Avenue

NON-REIMBURSABLE

Knight Electronics
2200 South Maywood Drive
Maywood, Illinois

Stauffer Chemical Co.
11th & Arnold
Chicago Heights, Ill.

Jewel Tea Co.
1955 West North
Melrose Park, Illinois

A.W. Lammers & Company
1150 West Fullerton Ave.

Pettibone-Mulliken Corp.
4710 West Division St.

Dryden Rubber Company
1014 South Kildare

Uniroyal - U.S. Rubber Co.
4135 South Pulaski

Ceco Steel Corporation
5601 West 26th Street
Cicero, Illinois

B. Brody Seating Company
5921 West Dickens

W.F. Hall Printing Co.
4600 W. Diversey

Sheller-Glob Corporation
1014 South Kildare

Interchemical Corporation
5306 West Lawrence

Leaf Brands
1155 North Cicero Ave.

Flick Reedy
7N015 York
Bensenville, Illinois

Chicago Title & Trust Co.
111 West Washington St.

Brock & Rankin
4509 West 16th St.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

EXHIBIT 6.

GARFIELD NEIGHBORHOOD SERVICE AREA SURVEY

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

RESEARCH DIVISION

GARFIELD NEIGHBORHOOD SERVICE PROGRAM

COMMUNITY SURVEY RESULTS

AUGUST 1967

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
NEIGHBORHOOD SERVICES PROGRAM-II

CURRENT POPULATION CHARACTERISTICS

August 1967

	1967		1960 Census	
	Sample or Inventory Values	Population and Housing Projections	Number	Percent
<u>TOTAL HOUSING UNITS</u>	21,485	21,485	27,022	100.0
Occupied Housing	-	19,809	24,924	92.2
Average Household Size	3.9	3.9	3.4	-
<u>TOTAL POPULATION</u>	1,683	77,255	85,693	100.0
Nonwhite	94.7	73,161	69,287	80.9
White	5.3	4,094	16,406	19.1
<u>ETHNIC GROUPS:</u>	100.0	77,255	85,693	100.0
Negro	94.0	72,620	68,791	80.3
Urban	79.7	61,572		
Rural	14.3	11,048		
White	3.5	2,704	13,289	15.5
Urban	2.8	2,163		
Rural	.7	541		
Puerto Rican/Mexican	1.8	1,390	3,117	3.6
Other	.7	541	496	.6
<u>SEX:</u>	100.0	77,255	85,693	100.0
Males	46.4	35,846	41,902	48.9
Females	53.6	41,409	43,791	51.1
<u>AGE GROUPS</u>	100.0	77,255	85,693	100.0
Total				
0 - 2	7.0	5,369	9,892	11.5
3 - 5	9.1	7,050	8,395	9.8
6 - 13	28.4	21,941	14,467	16.9
14 - 15	5.7	4,391	2,204	2.6
16 - 21	9.0	6,988	7,000	8.2
22 - 40	21.4	16,560	40,147	46.8
41 - 64	14.8	11,431		
65 & over	4.6	3,525	3,588	4.2

AGE GROUPS	1967 Age Groups By Sex			
	Male		Female	
	Sample	Projection	Sample	Projection
Total	100.0	35,846	100.0	41,409
0 - 2	6.8	2,438	7.3	3,023
3 - 5	8.6	3,083	9.7	4,017
6 - 13	32.3	11,578	25.4	10,518
14 - 15	6.2	2,222	5.3	2,195
16 - 21	9.4	3,370	8.9	3,685
22 - 40	19.4	6,954	22.8	9,441
41 - 64	13.7	4,911	15.6	6,460
65 & over	3.6	1,290	5.0	2,070

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
NEIGHBORHOOD SERVICES PROGRAM-11

INVENTORY OF ENVIRONMENTAL NEEDS

August 1967

<u>Housing Types</u>	Sample Base Size	Sample Proportions Or Values	No. of Housing Units From Field Inventory	Environmental Needs
Single Dwelling Units	432	100.0	21,485	
Multiple Dwelling Units	53	12.3	266	
Chicago Housing Units	291	67.3	16,523	
Hotels & Rooming Houses	35	8.1	3,673	
	53	12.3	1,023	
<u>Housing Conditions</u>			<u>Housing Units Projections</u>	
<u>Department of Buildings Report</u>				
Total No. Buildings Listed	2,856	100.0	-	
Total No. In Compliance	857	30.0	-	
Total No. In Violation	1,999	70.0	-	
Total No. Housing Units In Violation	10,012	-	-	
Average No. Housing Units Per Building	5.0	-	-	
<u>Degree of Violation</u>				
Total Buildings	1,599	100.0	10,012	
Imminently Dangerous Serious Maintenance & Housekeeping Deficiencies	329	16.5	1,645	Code Enforcement & possible emergency service to 7,415 households.
Minor Maintenance & Housekeeping Deficiencies	1,055	52.8	5,275	
Unreported	99	4.9	495	Tenant Education Housekeeping Services to 5,770 households.
Total Housing Units Not Included	516	25.8	2,597	
Chicago Housing Authority Balance	3,673		7,182	
			3,673	
			3,509	Basic Inspection to Determine Needs of 3,509 Households.
Signed Lease For Apt.	432	100.0	19,809	
Yes	65	15.0	2,932	Development of Improved Tenant-Landlord Relations in approximately 3,375 Buildings.
No	370	85.6	16,877	

INVENTORY OF ENVIRONMENTAL NEEDS (Continued)

	Sample Base Size	Sample Proportions Or Values	No. of Housing Units From Field Inventory	Environmental Needs
Reasons For Moving In Past Five Years				
Lower Rent	44	10.2	2,021	
Larger Apartment	155	35.9	7,111	Rental & Relocation
Evicted	8	1.8	357	Services to 8,102
Building Condemned	23	5.3	1,050	households.
Building Demolished	30	6.9	1,367	Development of Larger
Building Sold	15	3.5	693	Apartments for 7,111
				households.
Fire	12	2.8	555	Emergency Housing Services
				for 912 households who will
				either be evicted or
				displaced by fire.
Dissatisfied With				
Building & Services	52	12.0	2,377	
Closer to Services	13	3.0	594	
Established Home	38	8.8	1,743	
Closer to Friends	16	3.7	733	
and Family				
No Moves	26	6.0	1,188	
Recognized Service Needs				
Relocation & Rental	7	1.6	317	
Monthly Rent	386	100.0	19,751	Relocation or Rent
\$ 0 - 50	34	8.8	1,743	Subsidies for 13,709
51 - 75	84	21.7	4,299	households who are paying
76 - 100	155	40.1	7,944	a disproportionate amount
101 - 125	70	18.1	3,586	of their incomes for rent.
126 - 150	24	6.2	1,228	
151 - 175	7	1.8	357	
176 - 200	4	1.0	198	
201 & over	8	2.0	396	
Median Monthly Rent	\$90.00			

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
NEIGHBORHOOD SERVICES PROGRAM-II

INVENTORY OF MANPOWER NEEDS

August 1967

<u>Employment Characteristics</u>	<u>Sample Base Size</u>	<u>Sample Proportions Or Values</u>	<u>Population Projections</u>	<u>Manpower Needs</u>
Total Population	1,683	100.0	77,255	
Adult Population 16 & Older	838	49.8	38,504	
Employed - Total	499	59.8	23,025	Upgraded or Full-Time
Full-Time	454	54.4	20,946	Jobs for Part-Time:
Part-Time	45	5.4	2,079	2,079
Unemployed - Looking For Work	72	8.7	3,350	Basic Job Opportunities
Unemployed - Not Looking For Work	263	31.5	12,129	For Those Seeking Jobs:
Reasons:				3,350
No Job Prospects	58	7.0	2,695	Development of Jobs For
No Interest	42	5.0	1,925	Those With No Prospects:
Home Care	85	10.2	3,927	2,695
Too Ill	58	7.0	2,695	
No Need	20	2.3	887	<u>Minimum of 8,124 Jobs</u>
Recognized Need For Job Services	44	5.3	2,041	<u>Needed</u>
<u>Family Incomes</u>				
Total Families	404	100.0	19,809	
\$3000 or Less	163	40.3	7,983	Upgraded Employment or
\$3012 to \$4200	88	21.8	4,318	Income Support for
\$4212 to \$6000	94	23.3	4,615	Families in Poverty:
\$6012 or more	59	14.6	2,892	7,983 Families
Median Income		\$ 3,514	\$ 3,514	
Average Household Size		3.9	3.9	
<u>Adult Education Characteristics</u>				
Total Adults Out of School	800	48.5	37,469	Basic Literacy Programs
		100.0		For Adults:
Less than 8 Years Education	256	32.0	11,990	11,990
8 Through 11 Years	345	43.1	16,149	GED Classes
High School Graduate	145	18.1	6,782	16,149
1 to 2 Years of College	46	5.8	2,173	
College Complete	8	1.0	375	<u>Literacy and Training Need</u>
				<u>For 28,139 Prior to Job</u>
				<u>Upgrading, Placement, Or</u>
				<u>Improved Family Functioning</u>

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
NEIGHBORHOOD SERVICES PROGRAM-II.

INVENTORY OF EDUCATION NEEDS

August 1967

Educational Characteristics	Sample Base Size	Sample Proportions Or Values	Population Projections	Educational Needs
<u>Children Ages 0-2</u>	115	100.0	5,369	Development of Pre-School opportunities and expansion of Kindergarten for minimum of 4,097 with a plan to increase to 5,138 within next two years.
In Pre-School	5	4.3	231	
Not In Pre-School	110	95.7	5,138	
<u>Children Ages 3-5</u>	148	100.0	7,050	
In Pre-School	37	25.0	1,762	
In Kindergarten	-	-	1,191	
Not In School	-	-	4,097	
<u>Children Ages 6-13</u>	463	100.0	21,941	Special schools for approximately 1,700 children who may be either mentally or physically handicapped.
Total In School	419	90.5	19,857	
Public Schools	379	90.4	17,951	
Parochial Schools	20	4.8	953	
Private Schools	20	4.8	953	
Total Out of School	44	9.5	2,084	
<u>Youths Ages 14-15</u>	92	100.0	4,391	Tutoring programs to upgrade or maintain adequate school performance.
Total In School	88	95.6	4,198	
Public Schools	76	86.4	3,628	
Parochial Schools	6	6.8	285	
Private Schools	6	6.8	285	
Regular Schools	85	96.6	4,055	
Vocational Trade Schools	3	3.4	143	
Total Out of School	4	4.4	193	
<u>Young Adults Ages 16-21</u>	142	100.0	6,988	Development of College opportunities for 2,271 High School students who if encouraged and supported might develop potential for further education.
Total In School	66	46.5	3,249	
Regular High School	46	32.5	2,271	
Continuation School	4	2.8	196	
Vocational Trade School	7	4.9	342	
College	9	6.3	440	Development of educational programs to support 2,558 persons in the areas of Manpower and Home Management.
Total Out of School	76	53.5	3,739	
Less than 8 years	3	2.1	146	
8 through 11 years	49	34.5	2,412	
High School Graduates	18	12.7	886	
Some College	6	4.2	295	

INVENTORY OF EDUCATION NEEDS (Continued)

Educational Characteristics	Sample Base Size	Sample Proportions Or Values	Population Projections	Educational Needs
<u>Adults Ages 22-40</u>	367	100.0	16,560	
Less than 8 years	64	17.4	2,881	
8 through 11 years	182	49.6	8,214	
High School Graduates	88	24.0	3,974	
Some College	28	7.6	1,259	
College Completed	5	1.4	232	Basic literacy classes for 8,380.
<u>Adults Ages 41-64</u>	281	100.0	11,431	GED classes for 12,490.
Less than 8 years	135	48.1	5,499	
8 through 11 years	100	35.6	4,069	
High School Graduates	33	11.7	1,337	
Some College	11	3.9	446	
College Completed	2	.7	80	
<u>Adults Ages 65 & Over</u>	76	100.0	3,525	
Less than 8 years	54	71.1	2,506	Development of programs which emphasize cultural enrichment.
8 through 11 years	14	18.4	649	
High School Graduates	6	7.9	278	
Some College	1	1.3	46	
College Completed	1	1.3	46	

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
NEIGHBORHOOD SERVICES PROGRAM-II

INVENTORY OF HEALTH NEEDS

August 1967

	Sample Base Size	Sample Proportions Or Values	Population Projections	Health Needs
<u>Expressed</u> <u>Physical Health Problem</u>	1,683	100.0	77,255	
0 - 5	20	1.2	927	Physical Health Treatment beyond regular examinations for 9,117 persons with serious health problems
6 - 15	37	2.2	1,699	
16 - 25	18	1.0	772	
26 - 40	32	1.9	1,467	
41 - 64	62	3.7	2,858	
65 & over	29	1.7	1,313	
No Physical Problems Recognized	1,485	88.2	68,138	
<u>Expressed Emotional</u> <u>Health Problems</u>				
0 - 15	2	0.1	77	Mental Health Treatment for 694 persons with emotional problems. Basic diagnostic services to determine the existence of an additional number of persons with problems starting with the 12,419 pre-schoolers.
16 - 25	3	0.2	154	
26 - 64	11	0.6	463	
65 & over	0	0.0	-	
No Emotional Problems Recognized	1,667	99.1	76,559	
<u>Regular & Special</u> <u>Physical Treatment</u> <u>Received</u>				
0 - 5	75	4.45	3,438	Regular Physical Examination and Treatment for 59,764 persons in need of preventa- tive health treatment. Results of these exams would unquestionably increase the number of persons above requiring special health care
6 - 10	71	4.21	3,252	
11 - 15	26	1.54	1,190	
16 - 25	28	1.66	1,282	
26 - 40	61	3.62	2,796	
41 - 64	77	4.57	3,530	
65 & over	43	2.55	1,970	
No Treatment Indicated	1,302	77.36	59,764	
<u>Regular or Special</u> <u>Dental Treatment Received</u>				
0 - 5	32	1.90	1,468	Preventative Treatment in form of regular dental examinations and follow-up treatment for 67,289 persons.
6 - 10	47	2.79	2,155	
11 - 15	35	2.07	1,599	
16 - 25	16	0.95	734	
26 - 40	41	2.43	1,877	
41 - 64	33	1.96	1,514	
65 & over	13	.77	594	
No Dental Care Indicated	1,466	87.10	67,289	

INVENTORY OF HEALTH NEEDS (Continued)

	Sample Base Size	Sample Proportions Or Values	Population Projections	Health Needs
Treatment for Emotionally Disturbed	1,683	100.0	77,255	
0 - 15	2	.11	84	Immediate Mental Health Treatment for 117 persons with emotional problems who are not presently receiving treatment.
16 - 25	2	.11	84	
26 - 64	9	.53	409	
65 & over	-	-	-	
No Treatment Needed	1,670	99.22	76,652	
Recognized Needs for Additional Health Services	41	2.43	1,877	
Utilization & Evaluation of Existing Health Services	432	100.0	19,809	
Using Services	136	31.5	6,240	Improved and expanded existing services for 6,240 families presently utilizing existing services.
Public Facilities	88	64.7	12,816	
Private Facilities	48	35.3	6,992	
Average Travel Time (Min.)	30.9			
Average Wait Time (Hrs.)	11.1			
Very Satisfied with Services	42	30.88	6,117	
Satisfied with Services	80	58.82	11,651	
Not Satisfied with Services	18	13.23	2,621	

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
NEIGHBORHOOD SERVICES PROGRAM-II
INVENTORY OF SOCIAL WELFARE NEEDS
August 1967

	Sample Base Size	Sample Proportions Or Values	Population Projections	Social Welfare Needs
<u>Expressed Social Welfare Needs:</u>				
Total	432	100.0	19,809	Minimum Social Welfare Services required are reflected by the number of families expressing need.
<u>Income Management or Support</u>				
Financial Assistance	13	3.0	594	
Consumer Education	18	4.2	832	
Credit Unions	8	1.8	357	
<u>Family Counseling or Management</u>				
Social Work Services	16	3.7	733	
Family Planning	14	3.2	634	
Legal Aid	28	6.5	1,288	
Day Care Services	89	20.6	4,081	
<u>Community Safety</u>				
Community Protection	67	15.5	3,070	
Juvenile Delinquency Control	50	11.6	2,298	
<u>Additional Social Welfare Needs:</u>				
<u>Median Monthly Family Income & Expenditures</u>				Additional needs can be estimated.
Income	404	\$292.85	9,260	A minimum of 9,260 families
Rent	386	\$ 90.00	8,845	requiring Consumer Education
Gas-Light-Oil	281	\$ 22.77	6,438	and/or Increased Financial
Groceries	404	\$ 83.92	9,260	Assistance.
Auto Payments	97	\$ 63.45	2,218	
Other Bills	268	\$ 42.42	6,141	
<u>Actual Number Receiving Public Assistance:</u>				
Families	-	-	8,943	Case Worker counseling & services for 8,943 families.
June 1967 Persons	-	-	27,870	
<u>Family Counseling on Urban Life for</u>	432	100.0	19,809	Counseling & Educational Courses on the ways of Urban Life for 2,972 families.
Rural Whites	3	.7	139	
Rural Negroes	62	14.3	2,833	
<u>Youth Counseling & Guidance</u>				Rehabilitation and counseling of 6,088 delinquent youths.
Estimated Number of Juvenile Delinquents (Delinquency rate -24.7 per 100 male youths 14-15)	-	-	6,088	Guidance and Counseling for Preventative purposes for a minimum of 26,513 youths between 6 - 15 years.

CHICAGO COMMITTEE ON URBAN OPPORTUNITY
NEIGHBORHOOD SERVICES PROGRAM-II
INVENTORY OF RECREATIONAL AND CULTURAL NEEDS
August 1967

	Sample Base Size	Sample Proportions Or Values	Population Projections	Recreational-Cultural Need
<u>Age Groups</u>	1,683	100.0	77,255	
0 - 5		16.1	12,419	Individual Programs oriented to the needs of 12,419 pre-schoolers, 26,332 youths, 23,548 young adults, 11,431 adults, and 3,525 senior citizens.
6 - 15		34.1	26,332	
16 - 40		30.4	23,548	
41 - 64		14.8	11,431	
65 & over		4.6	3,525	
<u>Utilization and Evaluation of Existing Services</u>	432	100.0	19,809	Expanded & Improved Services for 18,997 families who are not using existing services.
Recreational Facilities & Senior Citizens Centers	18	4.1	812	
<u>Recognized Needs</u>				
General Recreational	52	100.0	2,377	Immediate Provision of Recreational facilities to 2,377 families expressing a need for services.
Not Available	35	67.3	1,600	
Unaware of Services	13	24.5	582	
Conflict in Time	4	7.7	183	
Senior Citizens Center	18	100.0	832	Improvement and Expansion of Senior Citizens Centers for 832 families desirous of such facilities.
Not Available	9	50.0	416	
Unaware of Services	9	50.0	416	
<u>Organizational Affiliations</u>	407	100.0	18,662	
Community Organizations	45	11.1	2,071	
Block Clubs	81	19.9	3,713	
Civil Rights Groups	20	4.9	914	
Advisory Councils	10	2.4	451	
Religious Clubs	125	30.7	5,729	
Fraternal Clubs	9	2.1	400	
P.T.A.	93	22.9	4,273	
Civic Clubs	14	3.4	634	
Professional/Business Clubs	10	2.5	466	

CHICAGO COMMITTEE ON URBAN OPPORTUNITY

OPERATION WORDPOWER

EXHIBIT 7.

FAMILY AND PERSONAL PROFILES

PLEASE PRINT

PERSONAL PROFILE

Date		Interviewee's Monthly Income	
<div>1-6</div>		<div>37-39</div>	
Personal Profile Number		Highest Grade Completed	
<div>UPC BASIC LINE 7-15</div>		<div>40-41</div>	
Interviewee's Last Name		Age When Completed	
First Name		<div>42-43</div>	
Social Security Number		Where Completed?	
<div>16-24</div>		<div>(Code) 44-45</div>	
Total Months in Chicago		City	
<div>25-27</div>		State	
Marital Status (circle one)		Reason for Leaving School (circle one)	
<div>28/</div> <div>Single 1 Married 2 Divorced 3 Widowed 4 Sep. Voluntary 5 Sep. Deserted 6</div>		<div>46/</div> <div>Graduated 1 Pregnant 2 Married 3 Poor Grades 4 School Disciplinary Act. 5 Court Action 6 Illness of Self 7 Family Illness 8 Lack of Money 9 Lack of Interest 10 Moved to Another City 11 Other 12</div>	
Employment Status (circle one)		Any Medical Problems (circle)	
<div>29/</div> <div>Full-time 1 Part-time only 2 Not Employed 3 Not Employable 4</div>		<div>47/</div> <div>Yes 1 No 2</div>	
How many months in present Employment status?		If yes, are you under Medical Care? (circle)	
<div>30-32</div>		<div>48/</div> <div>Yes 1 No 2</div>	
If not Employable—Why? (circle reasons)		Why Did You Come to the Center? (circle reasons)	
<div>33-36</div> <div>In School 1 Health 2 Disability 3 Family Responsibility 4 Lack of Skills 5 Lack of Education 6 Pregnancy 7 Other 8</div>		<div>51/</div> <div>Speech or Language difficulty (circle) Physical 1 Lack of Knowledge 2 Foreign Language 3 No speech difficulty 4</div>	
(specify)		Why Did You Come to the Center? (circle reasons)	
		<div>52-70</div> <div>Pre-School Education 52 1 Youth Education 53 2 Adult Education 54 3 Employment 55 4 Training 56 5 Health Problem 57 6 Mental Health Problem 58 7 Recreation 59 8 Culture 60 9 Need an Apartment 61 10 Housing Conditions 62 11 Neighborhood Improvement 63 12 Homemaker 64 13 Social Welfare 65 14 Legal Aid 66 15 Financial Assistance 67 16 Youth Problem 68 17 Marital Problem 69 18 Other 70 19</div>	
		(specify)	
		NEW 71/	
		CHANGE 2	
		ERROR 3	
		Employment Info. Attached (circle)	
		<div>72/</div> <div>Yes 1 No 2</div>	

List Past Job Experience: (last job first)

Height _____ Weight _____
Number of Dependents 16-17

Do you have a Driver's License? Yes No
Do you have a Chauffeur's License? Yes No

Have you ever been arrested for an offense other than a minor traffic violation?

18/
Yes 1
No 2

If Yes, Misdemeanor 19/
Felony 1
2

Explain _____

Have you been in the Service?

20/
Yes 1
No 2

If yes, Discharge Date _____

If no, draft status _____ 21-22

What type of job are you looking for?

23-32

- Professional 1
- Technical 2
- Managerial 3
- Clerical 4
- Sales 5
- Bench Work 6
- Service 7
- Machine Trades 8
- Structural Work 9
- Don't Know 10

Do you have any special training?

33/
If yes, what type _____ Yes 1
No 2

Where trained?

- High School 34/
Trade School 1
- On the Job 2
- In Service 3
- Other (specify) 4

How many weeks trained? _____

Longest Job Held _____ Total Months 35-37 38-40

Company

Address

Type of Job

Duties

Employed from _____ to _____

Total Months

Reason for leaving _____

Monthly Salary

41-43
44-46

Company

Address

Type of Job

Duties

Employed from _____ to _____

Total Months

Reason for leaving _____

Monthly Salary

47-49
50-52

Company

Address

Type of Job

Duties

Employed from _____ to _____

Total Months

Reason for leaving _____

Monthly Salary

53-55
56-58

Remarks:

List any Physical Defects:

- Eye defect 59-65 1
- Ear defect 2
- Crippled 3
- Missing Limb 4
- Obese 5
- None 6

Other (specify) _____

Client Description: Neat

66/
Yes 1
No 2

Well-Groomed

67/
Yes 1
No 2

Verbalizes Well

68/
Yes 1
No 2

Cooperative

69/
Yes 1
No 2

PLEASE PRINT

FAMILY PROFILE

FAMILY #		NAME		ADDRESS		APT.	DATE	Census Tract	Block #	UPC Zone	Phone #
1-9		10-29		30-49		50-53	54-59	60-63	64-65	66-67	68-74
UPC BASIC											
Length of Res. Total Rooms # Rooms Shared Monthly Rent Building Violation Form # of Persons CR # Zuli #											
10-12		13-14		15-16		17-19		20		21-22	
										23-28	
										29-34	

ETHNIC GROUP:

10		Negro
11		White
12		Rural White
13		Mexican
14		Amer. Indian
15		Puerto Rican
16		Other

TYPE SHELTER:

25		Public
26		Private Rent
27		Private Owned

APARTMENT:

28		Holes in the Walls
29		Chipped or Cracked Plaster
30		Inadequate Flooring
31		Defective Inner Doors
32		Broken Windows
33		Rodents or Vermin
34		None

SOURCE OF SUPPORT:

17		Public Assis.
18		Private Emp.
19		Social
20		Security
21		Other Pensions
22		Compensation
23		Other (specify)
24		Total Family Income
0. Under \$1,500		
1. 1,500 to 3,000		
2. 3,000 to 4,000		
3. 4,000 to 5,000		
4. 5,000 to 6,000		
5. 6,000 to 7,000		
6. 7,000 to 8,000		
7. 8,000 to 9,000		
8. 9,000 to 10,000		
9. 10,000 or more		

BUILDING:

35		Bad Plumbing
36		Little or No Hot Water
37		Little or No Cold Water
38		Inadequate Heating
39		Dark Hallways
40		Inadequate Means for Garbage Disposal
41		None

HOUSEKEEPING:

42		Unclean
43		Disorderly
44		Furnishing Needs Repair
45		Insufficient Furnishing
46		Fire Hazards Present
47		Garbage Not Properly Disposed
48		None

EDUCATION:

49		Pre-School
50		Youth Education
51		Adult Education

MANPOWER:

52		Employment
53		Training

HEALTH:

54		Health Service
55		Mental Health

RECREATION:

56		Recreation
57		Cultural

ENVIRONMENT:

58		Housing Conditions
59		Neighborhood Improvement
60		Homemaker
61		Needs an Apartment

SOCIAL WELFARE:

62		Senior Citizens
63		Legal Aid
64		Financial Assistance
65		Youth Problems
66		Marital Problems
67		OTHER
68		NONE

